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AUTHOR Peckens, Russell; And Others
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ABSTRACT

A description and evaluation of the Elementary and Secondary Education Act Title I-funded project in Guam; "Facilitating Language Arts Through School and Home (FLASH V)," is reported in this document. The project consisted of three overlapping activities: the Cultural Language Arts Programs, home intervention, and school intervention. The program is divided into four major components, each having its own specific set of performance objectives. They are: (1) cultural language and reading, (2) Elementary Reading Resource Program, (3) TESOL (Teaching English to Speakers of Other Languages), and (4) Supportive Services. The project participants included fourteen elementary schools. The project was evaluated in various ways. First, the Percentage Gain Study Design was conducted to determine whether or not the gains in achievement by the various components reached expected levels as stated in the project proposal. An evaluation of the program variables (i.e. Home visitation program), and an evaluation of process variables (i.e. monitoring components of programs) were also part of the evaluation design. (Author/AM)

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EVALUATION REPORT

for

TITLE I, ESEA

PROJECTS

FLASH V

FACILITATING LANGUAGE ARTS THROUGH SCHOOL AND HOME

prepared

by

Dr. Russell Peckens

Dr. William Murphy

Dr. John Stammer

for

Department of Education

Franklin Quitugua, Director

Government of Guam

July, 1975

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
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Preface

During the very early spring of 1975, the three authors of this report were asked to do an evaluation of the ESEA Title I project called FLASH V. At that time, a multifaceted design was proposed and accepted by the Department of Education, Government of Guam. This report contains the results of implementing that evaluation design.

Performance and process results are reported for the following segments of the evaluation:

1. Cultural Language/Reading component
2. Reading Resource component
3. TESOL component
4. Supportive Services component

Two additional evaluation procedures were completed and reported in separate chapters. They were:

5. On-site Visitation
6. Reliability/Validity Study

While these last two procedures could have been inserted into each component's chapter that it applies to, the process and results were sufficiently of separate nature that it was considered best to keep them separate entities.

We wish to thank all of those that assisted us in the research, data manipulation and production of the report. Without their assistance, this report could not have been completed.

CHAPTER 1

INTRODUCTION

GUAM

Guam's recorded history dates back to March 16, 1521, when Ferdinand Magellan discovered the island on his voyage in the Pacific Ocean. He made a landing on Guam, the southernmost island of the Mariana Island chain.

Like the other islands of the Marianas, Guam was inhabited by Chamorros, who were nearest to Asia in distance, in culture, and in physical type. At the time of the Magellan's landing, there were between 70,000 and 100,000 Chamorros, described by the Spanish as being taller and fairer than other natives of Oceania, with long straight black hair, and inclined to corpulence.

On Guam, where the greatest number of Chamorros was concentrated, they lived in villages along the coast and inland and were dependent upon betel nut, taro, coconuts, and fish. In addition, they alone of Oceanic natives grew rice. Some Chamorros lived in impressively built houses, supported by stone columns called latte stones.

Little is known about the early Chamorros. The complete story is forever lost, for the only descriptions of their culture before they became thoroughly acculturated were written 250 years ago. In one thing nearly all observers agreed: the Chamorros were a strong, vigorous people with a Polynesian culture.

The Spanish ruled for two hundred and thirty years, during which time the Chamorros were so transformed that their Micronesian

heritage was barely discernable. Racially they became hybrids; their language alone resisted fundamental change, and even it became liberally flavored with Spanish and Filipino words and structures.

In 1898 the United States removed the Spanish hegemony and assumed the power of government. During the ensuing forty years, Guam's history diverged from the rest of the Marianas. Americanism brought with it new ideas: the school became the community center; athletic fields competed with cock-fighting pits as centers of attraction for men; individual property rights were favored; and the U.S. Navy ruled with little civilian rule.

Guam fell into Japanese hands during World War II. As Japan was crippled by Allied counterattacks, Guam was wrested from the Japanese. Guamanians were greeted as long-suffering friends and were accorded as much freedom and assistance as the military situation permitted.

Following the war, the Navy continued to govern civilians. Critics complained of "the Navy's" capacity to govern and eventually new arrangements were sought. An Organic Act for Guam was passed by the Congress in 1950, giving Guamanians United States citizenship and some local autonomy. The military established large bases and the people began to adjust to changes in the traditional order. The copra economy was out and Guamanians began to derive most of their income from working for the military.

At present the population of Guam numbers approximately 100,000, including Americans from the mainland and Hawaii and many people of other nationalities who are in business, attending school or employed as alien workers. The Guamanians of today

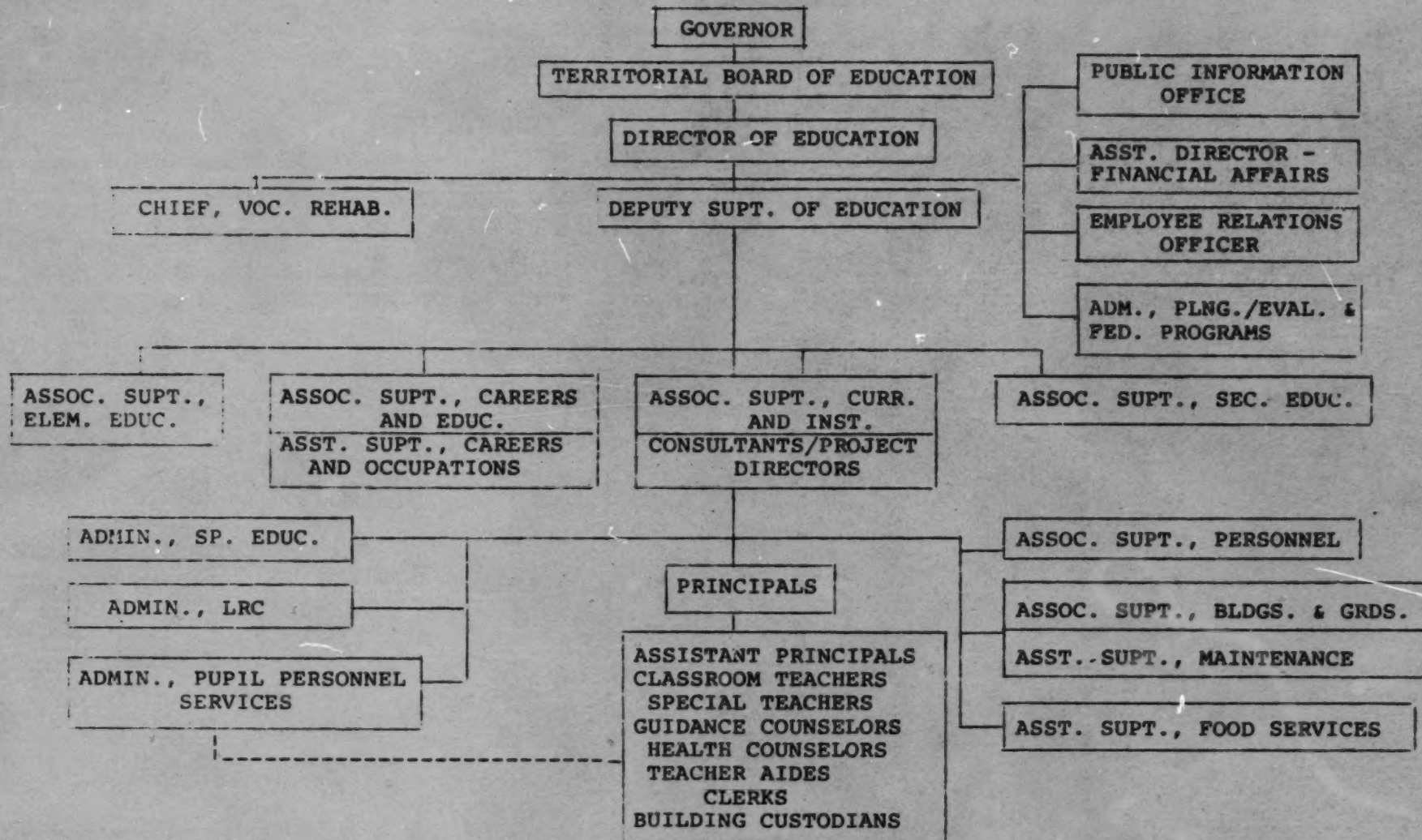
have varied ethnic backgrounds. The island now has an elected governor, as well as an elected non-voting representative to the U.S. Congress. The civilian labor force is estimated to be about 28,000 of which the government of Guam employs 28 per cent of the total and Federal Government about 38 per cent.

Guam Public School System

In the territory of Guam the functions and jurisdictions of state and local educational agencies are combined in a single Department of Education. The chief administrative officer of the district, the Director of Education, serves both as a local superintendent and as the chief "state" school officer of the territory. The Territorial Board of Education is similarly designated to serve in a dual capacity as a local and "state" board of education.

Expansion of the Guam public school system from 1963 to 1973 has been rapid. According to official statistics of the Department of Education, enrollment increased by 80 per cent during this period, while the operational budget increased by 450 per cent over the same period. The number of teachers employed increased from 568 to 1442 while central office administrators increased from 6 to 16. Increases in enrollment and organizational complexity are expected to continue for at least the next ten years. Figure 1 is an organizational chart of the Guam Department of Education.

DEPARTMENT OF EDUCATION
FUNCTIONAL CHART



**THE PROGRAM: FACILITATING LANGUAGE
ARTS THROUGH SCHOOL AND HOME (FLASH)**

Title I of the Elementary and Secondary School Act provided the Department of Education of Guam with financial assistance for purposes in planning and operating special programs for educationally and environmentally disadvantaged children. With this impetus, Guam educators developed for 1971 the first FLASH project. There have been five FLASH projects based on a similar needs assessment. A statement of this needs assessment follows:

The ESEA Title I target schools were selected based upon statistical information concerning the percentage of students from low income families in each school attendance area. Those schools showing a percentage of economically disadvantaged students greater than the average for the island of Guam were designated as ESEA Title I target schools.

Two (2) of the validated Learner Needs considered extremely critical from the Needs Assessment Study conducted by Worldwide Education and Research Institute were utilized for the needs assessment of Title I. The two areas are: (1) Basic English - Communication Skills - Elementary; (2) Native Culture and History.

In order to assess the learner needs in relation to the ESEA Title I goals, the Coordinator, ESEA Title I and the Evaluator from the Planning and Evaluation Unit devised the assessment form to be utilized by the teachers in each of the designated target schools. A learner need was defined as that situation which

exists when actual student performance is below expected student performance. This definition of a learner need is illustrated in Figure 2.*

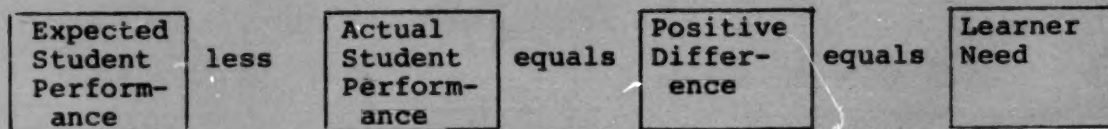


FIGURE 2

Definition of a Learner Need

* Taken from FLASH V Project: 1975, p. 4, written by Rita Cruz, Guam Department of Education

The general goals for the FLASH projects have been stated as follows:

A continuation of ESEA Title I, FLASH Program of Fiscal Years, 1971, 1972, 1973 and 1974, the project is designed to:

1. Support the on-going language arts activities for the educationally and economically disadvantaged elementary school children on Guam, through intervention at home and school.
2. Provide prototype programs of such intervention for consideration by the Department of Education for future system-wide implementation.

The project consists of three overlapping activities:

Cultural Language Arts Programs

Home Intervention

School Intervention

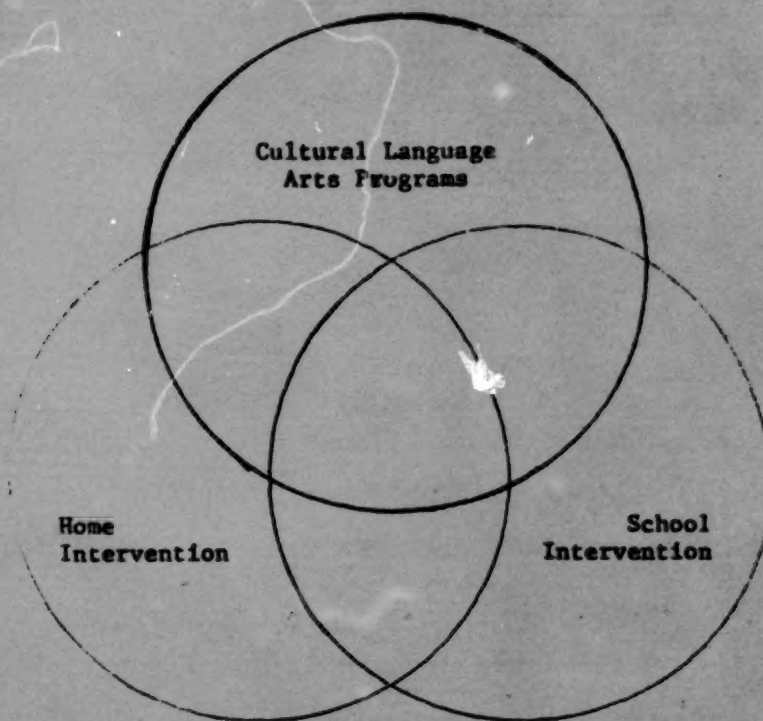


FIGURE 3

Project Activities

In order to achieve these General Project Goals, the program is divided into four major components, each having its own specific set of performance objectives which will be discussed in later chapters.

The Components are:

- A. Cultural Language and Reading
 - 1. Second Grade
 - 2. Third Grade
- B. Elementary Reading Resource Program
- C. TESOL (Teaching English to Speakers of Other Languages)
- D. Supportive Services
 - 1. Second Grade
 - 2. Third Grade
 - 3. Reading Resource
 - 4. TESOL

More specific goals are as follows:

- A. Learner Goals
 - 1. To increase readiness skills for educationally de-prived students in ESEA Title I target school attendance areas.
 - 2. To increase reading and language achievement for educationally deprived students in ESEA Title I target schools.
 - 3. To increase interest in reading and develop communication skills for educationally deprived students in ESEA Title I target schools by providing reading instruction utilizing materials directly related to the physical and cultural environment of Guam.
 - 4. To provide supportive services for educationally deprived students in the ESEA Title I target schools which increase the probability that other ESEA Title I Learner Goals will be met.

5. To increase the level of positive response toward self, peers, school, and society by educationally deprived students in the ESEA Title I target schools.
6. To provide in-service training for ESEA Title I personnel in the areas of reading and language, early childhood development, and understanding of the disadvantaged student and his environment.

B. Activity Goals

1. To develop and document procedures for planning, implementing, coordinating, and evaluating the activities of the ESEA Title I FLASH (V) Project of the Territory of Guam. These activities are divided into the following components:
 - a. Cultural Language and Reading
 - b. Reading Resource Component
 - c. TESOL Component
 - d. Supportive Services Component
2. To identify activities that are considered critical to the effective operation of the ESEA Title I FLASH (V) Project and to document these activities in the form of administrative process objectives.
3. To specify the sequence of tasks, in the form of critical work activity systems, that must be accomplished in order to meet the identified administrative process objectives.
4. To specify the learner performance objectives and related process objectives for the ESEA Title I FLASH (V) Project.

5. To specify the roles of ESEA Title I personnel in the form of job descriptions and task responsibilities.
6. To select highly qualified personnel to staff the ESEA Title I FLASH (V) Project.
7. To involve parents and community members in the ESEA Title I FLASH (V) Project through the on-going operation of a Parent Advisory Council to assist in identifying needs and to provide recommendations concerning programs for ESEA Title I students.
8. To develop and implement procedures to assess learner needs and to ensure that those students demonstrating the greatest needs are identified for ESEA Title I FLASH (V) Project participation.
9. To provide materials and equipment best suited for optimum implementation of the program.
10. To identify realistic time lines for carrying on the administrative functions of the ESEA Title I FLASH (V) Project.
11. To identify an effective system of communication for the ESEA Title I FLASH (V) Project through defining information channels:
 - a. Internal Information Sub-System
 - (1) Director of Education
 - (2) Deputy Director of Education
 - (3) Principals of ESEA Title I target schools
 - (4) ESEA Title I personnel
 - (5) Guam school personnel

b. External Information Sub-System

- (1) U.S. Office of Education
 - (2) Territorial Board of Education
 - (3) Department of Education
 - (4) Parent Advisory Council
 - (5) Community-at-large
12. To specify the systems through which activities occurring in the ESEA Title I FLASH (V) Project are monitored.
13. To develop systems and procedures that will ensure the continued success of the Guam ESEA Title I FLASH (V) Project.

Project Participants

Fourteen (14) elementary target schools were selected, based upon statistical records indicating the highest percentage of educationally disadvantaged children attending each school.

The schools are as follows:

A. PUBLIC SCHOOLS

Agat
B.P. Carbullido
Merizo
Inarajan
P.C. Lujan
Ordot/Chalan Pago
Price
F.Q. Sanchez
J.Q. San Miguel
Talofofo
J.P. Torres
C.L. Taitano
M.A. Ulloa
Yona

B. NON-PUBLIC

Cathedral Grade School
Saint Francis
San Vicente
Santa Barbara

EVALUATION DESIGN

The following is the evaluation design:

I. The Percentage Gain Study Design

The purpose of this portion of the evaluation was to determine whether or not the gains in achievement by the various components reached expected levels as stated in the project proposal.

Gains were determined by using a Pretest-Posttest One-Group design. Each component was pretested in September, 1974, and then the same subjects posttested in May, 1975. The difference in terms of percentage gained was compared to the pre-established goals.

The following were within the design:

A. Cultural Language and Reading Component

1. Second grade - Guam Readers Basic Achievement Test
2. Third grade - Guam Readers Basic Achievement Test

B. Reading Resource Component (first through third grade)

1. WRAT - Reading Subtest
2. Classroom Reading Inventory
3. Dolch Word List
4. Readiness-Reading Skills Checklist
5. Guam Attitude Scale

C. TESOL Component

1. First grade - Guam TESOL Test Form I
2. Second grade - Guam TESOL Form II

Additional analyses were made related to subject and project variables as they seem appropriate to the maximum understanding of these achievement gain scores.

II. Program Variables Study Design

A. Assessment of home visitation program

1. Analysis of home visitation program
Parent Checklist (HVPPC) instrument
 - a. Mean scores converted to percentage
 - b. Individual item percentages computed
2. Analysis of Home Visitation Program Classroom
Teacher Inventory (HVPCTI) instrument
 - a. Mean scores converted to percentage
 - b. Individual item percentages computed
3. Analysis of Home Visitation Program
Administer inventory (HVPAI) instrument
 - a. Mean scores converted to percentage
 - b. Individual item percentages computed
4. Additional analyses made where appropriate to facilitate maximum understanding of attitude response.

B. Assessment of dissemination

1. Analysis of FLASH (V) Project Community Survey
(FPCS) instrument
 - a. Mean scores converted to percentage
 - b. Individual item percentages computed

2. Additional analyses made where appropriate to facilitate maximum understanding of attitude responses.
- C. Assessment of Inservice Training of Paraprofessionals
 1. Analysis of Paraprofessional In-Service Training Attitude Scale (PITAS) instrument
 - a. Mean scores converted to percentage
 - b. Individual item percentages computed
 2. Analysis of Paraprofessional Rating form - Teacher-Aides (PRE-TA) instrument
 - a. Mean scores converted to percentage
 - b. Individual item percentages computed
 3. Analysis of Paraprofessional Rating form - Home Visitor (PRE-HV) instrument
 - a. Mean scores converted to percentage
 - b. Individual item percentages computed
 4. Analysis of Administrator Inventory - Paraprofessionals (AIP) instrument
 - a. Mean scores converted to percentage
 - b. Individual item percentages computed
 5. Additional analyses made where appropriate to facilitate maximum understanding of attitude responses.

III. Process Variables Study Design

- A. Analysis of monitoring components of Cultural Language and Reading segment
 1. Teacher Monthly Monitoring Form
 - a. Distribution analysis of data
 - b. Other appropriate analyses to maximize understanding of process objectives

2. Teacher-Aide Monthly Monitoring Form
 - a. Distribution analysis of data
 - b. Other appropriate analyses to maximize understanding of process objectives
3. Home Visitor Monthly Monitoring Form
 - a. Distribution analysis of data
 - b. Other appropriate analyses to maximize understanding of process objectives
- B. Analysis of monitoring components of Reading Resource segment
 1. Teacher Monthly Monitoring Form
 - a. Distribution analysis of data
 - b. Other appropriate analyses to maximize understanding of process objectives
 2. Teacher-Aide Monthly Monitoring Form
 - a. Distribution analysis of data
 - b. Other appropriate analyses to maximize understanding of process objectives
 3. Home Visitor Monthly Monitoring Form
 - a. Distribution analysis of data
 - b. Other appropriate analyses to maximize understanding of process objectives
 4. Monthly Monitoring Summary
 - a. Distribution analysis of data
 - b. Other appropriate analyses to maximize understanding of process objectives

C. Analysis of monitoring components of TESOL segment

1. Teacher Monthly Monitoring Form
 - a. Distribution analysis of data
 - b. Other appropriate analyses to maximize understanding of process objectives
2. Teacher-Aide Monthly Monitoring Form
 - a. Distribution analysis of data
 - b. Other appropriate analyses to maximize understanding of process objectives
3. Analysis of support services component
 - a. Verification of instructional activities plans
 - b. Verification of activities documentation
 - c. Verification of information and materials dissemination
4. Analyses of on-site observation reports made by the evaluation team

IV. Reliability and Validity Study Design

- A. Basic to any evaluation and program development is the use of excellent measurement instruments. Since most of the instruments being used in this evaluation have been standardized and normed on continental U.S.A. population, it was important if not essential to determine their reliability and validity in a Guam referent.

The purpose of this portion of the evaluation was to determine to what degree the various achievement tests used in the FLASH V Project are reliable and valid when Guam students are being tested.

Reliability and validity were determined by administering each of the tests indicated below to between 200 and 400 students that were not part of the FLASH V Project. The scores from these tests were then analyzed using standard procedures for estimating reliability and validity. Subjects for this study were a representative cross-section of Guam students appropriate for each instrument. The Gates-MacGinitie Reading Tests (Forms A, B and C) were used as a validity criterion.

B. Instruments used to check reliability and validity were:

1. Cultural Language and Reading Component (2nd and 3rd grade)
 - a. Guam Readers Basic Achievement Test
2. Reading Resources Component (1st through 3rd grade)
 - a. WRAT - Reading Subtest
 - b. Classroom Reading Inventory
 - c. Dolch Word List
 - d. Readiness-Reading Skills Checklist
3. TESOL Component (1st and 2nd grade)
 - a. Guam TESOL Test, Forms I and II

Additional analyses were made along with the evaluation of local norms of the test scores when such other analyses were pertinent.

V. On-Site Visitation Instrument Design

The purpose of this portion of the evaluation was to design a suitable instrument for the assessment of class interaction

as it pertains to the FLASH V process objectives. Secondly, this instrument was used to complete the on-site visitation portion of the process variables evaluation.

In the following chapters, each of the FLASH components is described. Results of the evaluation of each of the components are given. A discussion of the reliability and validity findings is included.

CHAPTER 2

Cultural Language and Reading Component

PROGRAM DESCRIPTION

The Cultural Language and Reading program, a component of FLASH V, has for its emphasis the enhancement of language and reading through the medium of Guam content within education materials and books. It is a paradoxical fact that for people to have good self-concept and self-esteem, they must have good attitudes about their own cultural group. If a person is to see himself as a valuable and important individual he must feel a part of a cultural group that he perceives as valuable and important. It is an unfortunate fact that the people of Guam have tended to undervalue themselves and their unique culture. A major goal of the Cultural Language and Reading component was to offset and reduce these self-depreciating attitudes.

With the assistance of the target school principals, Pupil Personnel Services, guidance counselors and teachers, students in grade two and three needing special instructional effort were identified. Students in grades two and three reading approximately one year below expected grade level and in need of improved self-concept and/or motivation also were selected.

The Guam Reader Test Grade One or Reader Test Grade Two was used as a pretest for the project and supplied basic information about each participant.

Instruction for the Cultural Language and Reading program was held in Agat Elementary, Carbullido Elementary, In-arajan Elementary, San Miguel Elementary, P.C. Lujan Elementary, Talofoto Elementary, Ulloa Elementary, Yona Elementary and Merizo Elementary. Twenty five students in each school, plus an extra class of twenty five brought the available spaces for students to about 250 for each grade level. A total of 500 students became the project maximum to be served. For a number of reasons the third grade portion of the component did not start until January of 1975, while the second grade started in September 1974. Regretably, the third grade segment was delayed an additional month because materials were not received.

Specialized materials designed to continually use content about Guam and its culture were a basic part of the component. The Guam Readers, produced by a team of local writers, illustrators and recording artists with the technical assistance of the Northwest Regional Educational Laboratory, became the basic material upon which much of the program depended. Along with the Readers came language lessons and satellite cards related to them. The reader, Now What, uses "Uncle Carlos" as a teller of stories advances much of the same content. Paseando tells of the travels of seven local children as they see various parts of Guam and give a helping hand to various people. The use of Haye Ham furthers these same goals, as did the units on Guam legends. Project materials such as Year Round and World of

Work were an additional part of the project. This component was characterized by having an enormous variety of materials, all Guam orientated. The list of materials and special units would be quite extensive.

In addition to the special training of the teacher and the use of specialized materials, the services of Teacher Aides and Home Visitors were available to the program. These paraprofessionals became part of a team effort. Teacher Aides contributed to the individualization of instruction and assisted the teacher in material preparation and in many non-teaching activities. The Home Visitors extended the scope of the program into the home and in effect added the parents to the team.

Organizationally the Cultural Language/Reading teacher was on a straight line relationship with both the target school principal and the coordinator of the component. The coordinator was involved in supportive consultation and supervision, directly concerned with the step-by-step flow of the component. The school administrator, equally concerned with the program, looked upon this class as part of the whole school and planned for smooth coordination.

PERFORMANCE OBJECTIVE DATA ANALYSES

Data Analysis - Objectives 1-5

The Guam Readers Test-Grade Two was administered during September 1974 as a pretest, and again during May 1975 as a posttest. The number of items correct by subtests for each student was obtained and a school mean was calculated. The gain for the academic year was the difference between the pretest mean and the posttest mean. In addition, the number of students individually attaining the objective along with per cent of total number of students attaining the objective was obtained. Tables 1, 2, 3, 4, and 5 contain the results.

Performance Objective 1

By the completion of the project year, Cultural Language and Reading second grade students will demonstrate language comprehension by attaining an average gain of 25 per cent or greater on the language section of the Guam Readers Test.

Conclusion

All schools reached or exceeded the objective of 25 per cent or greater gain. One hundred forty-nine students, or 86 per cent of those in the program, attained Performance Objective 1.

Performance Objective 2

By the completion of the project year, Cultural Language and Reading second grade students will demonstrate knowledge

TABLE 1

Means and Frequency of Students Attaining the Objectives for the
Cultural Language/Reading Program - the Guam Readers Test -
Grade Two - Language Subtest

Schools	Pretest		Posttest		Gain	Students Attaining Objective	
	Mean	N	Mean	N		Number	Percent
Agat	12.11	19	23.28	18	11.17*	17	94
Carbullido	8.70	23	16.53	17	7.83*	17	100
Inarajan	6.16	19	19.50	20	13.34*	20	100
Lujan	13.06	23	19.00	20	5.94*	15	79
Ulloa	10.42	24	20.73	22	10.31*	22	100
Yona	12.53	17	19.20	15	6.67*	12	80
Talofofo	14.50	24	21.96	24	7.46*	9	38
Merizo	5.08	25	12.29	24	7.21*	23	96
San Miguel	10.63	22	17.27	15	6.64*	14	93
TOTAL	10.48	196	18.83	175	8.34*	149	86

Note: Differences in N within schools result from some students not having both pretest and posttest.

* Attained performance objective

TABLE 2

Means and Frequency of Students Attaining the Objectives for the
Cultural Language/Reading Program - the Guam Readers Test -
Grade Two - Knowledge Subtest

Schools	Pretest		Posttest		Gain	Students Attaining Objective	
	Mean	N	Mean	N		Number	Percent
Agat	15.63	19	32.00	18	16.37*	18	100
Carbullido	9.48	23	24.65	17	15.17*	16	94
Inarajan	10.42	19	31.00	20	20.58*	20	100
Lujan	13.87	23	31.75	20	17.88*	15	79
Ulloa	12.75	24	28.77	22	16.02*	22	100
Yona	16.12	17	26.67	15	10.55*	11	73
Talofofo	18.46	24	32.08	24	13.62*	21	88
Merizo	13.84	25	18.46	24	4.62	8	33
San Miguel	11.63	16	29.00	15	17.37*	15	100
TOTAL	13.62	190	28.18	175	14.56*	146	84

Note: Differences in N within schools result from some students not having both pretest and posttest.

* Attained performance objective

of local culture by attaining an average gain of 50 per cent or greater on the Guam Readers Test.

Conclusion

All schools except one reached or exceeded the objective of 50 per cent or greater gain. One hundred forty-six students, or 84 per cent of those in the program, attained Performance Objective 2.

Performance Objective 3

By the completion of the project year, Cultural Language and Reading second grade students will demonstrate reading comprehension by attaining an average gain of 50 per cent or greater on the Guam Readers Test.

Conclusion

Five of the nine schools reached or exceeded the objective of 50 per cent or greater gain. Ninety-one students, or 52 per cent of those in the program, attained Performance Objective 3.

Performance Objective 4

By the completion of the project year, Cultural Language and Reading second grade students will demonstrate knowledge of vocabulary by attaining an average gain of 50 per cent or greater on the Guam Readers Test.

Conclusion

All schools except one reached or exceeded the objective of 50 per cent or greater gain. One hundred twenty-six students, or 72 per cent of those in the program, attained Performance Objective 4.

TABLE 3

Means and Frequency of Students Attaining the Objectives for the Cultural Language/Reading Program - the Guam Readers Test - Grade Two - Reading Comprehension Subtest

Schools	Pretest		Posttest		Gain	Students Attaining Objective	
	Mean	N	Mean	N		Number	Percent
Agat	25.95	19	33.56	18	7.61	5	28
Carbullido	20.30	23	32.76	17	12.46*	9	53
Inarajan	12.53	23	31.00	20	18.47*	20	100
Lujan	22.78	23	30.50	20	7.72	3	16
Ulloa	22.71	24	32.68	22	9.97	9	41
Yona	19.53	17	33.33	15	13.80*	11	73
Talofofo	29.38	24	33.79	24	4.41	3	13
Merizo	14.60	25	28.50	24	13.90*	17	71
San Miguel	10.63	16	27.73	15	17.10*	14	93
TOTAL	20.74	194	31.55	175	10.81*	91	52

Note: Differences in N within schools result from some students not having both pretest and posttest.

* Attained performance objective

TABLE 4

Means and Frequency of Students Attaining the Objectives for the
Cultural Language/Reading Program - the Guam Readers Test -
Grade Two - Vocabulary Subtest

Schools	Pretest		Posttest		Gain	Students Attaining Objective	
	Mean	N	Mean	N		Number	Percent
Agat	21.16	19	32.94	18	11.78*	9	50
Carbullido	13.87	23	30.94	17	17.07*	15	88
Inarajan	4.84	19	29.10	20	24.26*	20	100
Lujan	14.17	23	28.15	20	13.98*	18	95
Ulloa	15.75	24	28.91	22	13.16*	17	77
Yona	17.47	17	30.60	15	13.13*	11	73
Talofofo	24.54	24	30.92	24	6.38	6	25
Merizo	11.00	25	20.17	24	9.17*	16	67
San Miguel	7.19	16	21.40	15	14.21*	14	93
TOTAL	14.70	190	27.52	175	12.82*	126	72

Note: Differences in N within schools result from some students not having both pretest and posttest.

* Attained performance objective

TABLE 5

Means and Frequency of Students Attaining the Objectives for the
Cultural Language/Reading Program - the Guam Readers Test -
Grade Two - Construction of Sentences Subtest

Schools	Pretest		Posttest		Gain	Students Attaining Objective	
	Mean	N	Mean	N		Number	Percent
Agat	5.16	19	8.33	18	3.17*	12	67
Carbullido	6.13	23	8.00	17	1.87	7	41
Inarajan	3.74	19	7.40	20	3.66*	16	80
Lujan	6.39	23	6.30	20	-.09	3	16
Ulloa	7.38	24	8.23	22	0.85	0	0
Yona	7.18	17	8.60	15	1.42	4	27
Talofofo	6.71	24	6.88	24	0.17	1	04
Merizo	3.76	25	5.25	24	1.49	10	42
San Miguel	6.63	16	8.00	15	1.37	4	27
TOTAL	5.88	190	7.32	175	1.44	57	33

Note: Differences in N within schools result from some students not having both pretest and posttest.

* Attained performance objective

Performance Objective 5

By the completion of the project year, Cultural Language and Reading second grade students will apply skills in the construction of sentences and stories by attaining an average gain of 50 per cent or greater on the Guam Readers Test.

Conclusion

Only two schools reached or exceeded the objective of 50 per cent or greater gain. Fifty-seven students, or 33 per cent of those in the program, attained Performance Objective 5.

In meeting the stated objectives, it appears that Cultural Language/Reading students attained greatest success in the area of language comprehension, slightly less in knowledge of local culture and the knowledge of vocabulary. They had difficulty in reading comprehension and showed a substantial lack of ability to meet the performance criterion in construction of sentences and stories.

Data Analysis - Objectives 6-10

The Guam Readers Test-Grade Three was administered during early February 1975, somewhat delayed beyond the date previously set and desired. This served as a pretest. The posttest was administered during May 1975, about three months later. The number of items correct for the total test for each student was obtained and a school mean was calculated. The

gain for these three months was the difference between the pre-test mean and the posttest mean. In addition, the number of students individually attaining the objective along with per cent of total number of students attaining the objective was obtained. Table 6 contains these results.

Performance Objectives 6-10

6- Between February and May of the project year, Cultural Language and Reading third-grade students will demonstrate language comprehension by attaining an average gain of 10 per cent or greater on the language section of the third grade Guam Readers Test.

7- Between February and May of the project year, Cultural Language and Reading third-grade students will demonstrate knowledge of local culture by attaining an average gain of 25 per cent or greater on the Guam Readers Test.

8- Between February and May of the project year, Cultural Language and Reading third-grade students will demonstrate reading comprehension by attaining an average gain of 25 per cent or greater on the Guam Readers Test.

9- Between February and May of the project year, Cultural Language and Reading third-grade students will demonstrate knowledge of vocabulary by attaining an average gain of 25 per cent or greater on the Guam Readers Test.

10- Between February and May of the project year, Cultural Language and Reading third-grade students will apply

TABLE 6

Means and Frequency of Students Attaining the Objectives for the Cultural Language/Reading Program - the Guam Readers Test - Grade Three - Total Score of All Subtests

Schools	Pretest		Posttest		Gain	Students Attaining Objective	
	Mean	N	Mean	N		Number	Percent
Agat	58.68	22	84.90	21	26.22*	16	76
Carbullido	67.04	23	83.65	23	16.61**	19	83
Inarajan	59.94	18	90.78	18	30.84*	13	72
Lujan	67.50	20	92.21	19	24.71*	15	79
Ulloa	58.54	46	87.77	44	29.23*	35	81
Yona	87.58	24	91.86	22	4.28	0	0
Talofofo	63.50	20	88.25	20	24.75*	14	70
Merizo	60.05	20	75.05	22	15.00**	11	50
San Miguel	61.41	22	75.62	21	14.21	12	57
TOTAL	65.11	215	85.62	210	20.51*	135	65

Note: Differences in N within schools result from some students not having both pretest and posttest.

* Attained performance objective

** Just attained performance objective when percent rounded off

skills in the construction of sentences and stories by attaining an average gain of 25 per cent or greater on the Guam Readers Test.

Conclusion

While performance objectives for language comprehension, knowledge of local culture, reading comprehension, vocabulary, and construction of sentences and stories were written separately, the test scores were total test scores only. There was no way to measure each individual objective. Equally it was difficult to establish a realistic value in percentage because four objectives called for 25 per cent or greater gain while one demanded only a ten per cent gain. Table 6 uses 25 per cent, which may be unduly demanding. Using that value, all but two schools reached or exceeded the objectives of 25 per cent or greater gain. One hundred thirty-five students, or 65 per cent of those in the program, attained the objective. If a less demanding value was used, very likely one more school would have reached the objective, and certainly a greater number of students would have reached the objective.

Data Analysis - Objectives 11-14

During May 1975 the Guam Affective Inventory: Cultural Language/Reading was administered to grades two and three. The number of items showing positive attitudes, by sub-sections for each student, was obtained and a school mean was calculated. Table 7 contains the average per cent positive attitudes shown by Cultural Language/Reading students for the four sub-sections and grades two and three.

TABLE 7

**Average Percent Positive Attitude of Cultural
Language/Reading ***

SCHOOL	Grade	ATTITUDE TOWARD			
		Self	Peers	School	CL/R
Agat	2	89.8	87.0	75.8	90.2
Carbullido	2	75.4	83.0	83.4	81.2
Inarajan	2	97.0	99.0	100.0	95.0
Lujan	2	78.8	74.6	67.8	67.8
Merizo	2	79.2	89.2	85.2	83.6
Miguel	2	91.8	93.2	90.6	69.2
Talofofo	2	96.8	96.8	92.0	92.0
Ulloa	2	92.6	91.2	90.0	93.4
Yona	2	87.6	79.0	75.4	79.2
Agat	3	85.4	71.5	91.4	88.0
Carbullido	3	88.6	93.8	88.8	79.2
Inarajan	3	95.2	97.0	97.2	96.0
Lujan	3	90.6	90.6	83.2	72.6
Merizo	3	96.0	95.0	96.2	89.4
Miguel	3	92.0	95.0	83.0	87.0
Talofofo	3	84.0	86.0	95.0	88.0
Ulloa	3	87.6	87.6	83.1	82.2
Yona	3	91.0	86.6	95.2	85.8

* Source: Guam Affective Inventory: Cultural Language/Reading

Performance Objective 11

By the completion of the project year, Cultural Language and Reading students (second and third grade) will demonstrate positive attitudes toward self by attaining an average 50 per cent or greater positive response on the Guam Affective Inventory attitude-toward-self items.

Conclusion

All schools in both grades far exceeded the objective of at least 50 per cent positive responses to the attitude-toward-self items on the Guam Affective Inventory.

Performance Objective 12

By the completion of the project year, Cultural Language and Reading students (second and third grade) will demonstrate positive attitudes towards peers by attaining an average 50 per cent or greater positive response on the Guam Affective Inventory attitude-toward-peers items.

Conclusion

All schools in both grades far exceeded the objective of at least 50 per cent positive responses to the attitude-toward-peers items of the Guam Affective Inventory.

Performance Objective 13

By the completion of the project year, Cultural Language and Reading students (second and third grade) will demonstrate positive attitudes toward school by attaining an average 50 per cent or greater positive response on the Guam Affective Inventory attitude-toward-school items.

Conclusion

All schools in both grades far exceeded the objective of at least 50 per cent positive responses to the attitude-toward-school items of the Guam Affective Inventory.

Performance Objective 14

By the completion of the project year, Cultural Language and Reading students (second and third grades) will demonstrate positive attitudes toward language/reading by attaining an average 50 per cent or greater positive response on the Guam Affective Inventory attitude-toward-language/reading items.

Conclusion

All schools in both grades far exceeded the objective of at least 50 per cent positive responses to the attitude-toward-language/reading items of the Guam Affective Inventory.

Data Analysis - Objective 15

During the same time that the Guam Readers Test-Grade Two or Grade Three was being administered as pretests and post-tests, so was Guam Teacher Observation Scale. The average per cent gain by school and grade was obtained and recorded in Table 8.

Performance Objective 15

By the completion of the project year, Cultural Language and Reading students (second and third grade) will

TABLE 8

Average Percent Gain for the Motivation (MOT), Verbal Ability (VER), Social Ability (SOC) and Emotional Stability (EMOT) Subtests of the Guam Teacher Observation Scale for Students of the Cultural Language/Reading Program

Schools	Grade	N	MOT	VER	SOC	EMOT
Agat	2	18	18	27*	9	14
Carbullido	2	17	29*	55*	13	77*
Inarajan	2	20	383*	422*	224*	254*
Lujan	2	18	26*	15	-2	-6
Ulloa	2	22	160*	126*	58*	52*
Yona	2	17	5	-1	1	-1
Talofofo	2	24	-1	-11	-17	2
Merizo	2	24	46*	42*	9	31*
San Miguel	2	15	32*	84*	9	39*
TOTAL	2	175	81*	85*	35*	52*
Agat	3	23	56*	44*	34*	45*
Carbullido	3	21	21	16	19	23
Inarajan	3	20	63*	68*	62*	58*
Lujan	3	16	31*	20	14	44*
Ulloa	3	43	-10	-3	-11	-16
Yona	3	24	16	23	17	8
Talofofo	3	21	26*	39*	17	17
Merizo	3	22	17	31*	24	33*
San Miguel	3	20	33*	46*	10	26*
TOTAL	3	210	24	24	17	30*

* Attained performance objectives

respond positively to the program (motivation, verbal ability, social ability, emotional stability) by attaining an average gain of 25 per cent or greater on the Guam Teacher Observation Scale.

Conclusion

For the sub-section "Motivation" six of nine second-grade and five of nine third-grade classes had mean gains of 25 per cent or more, thus reaching the objective. For the sub-section "Verbal Ability" six of nine second-grade and five of nine third-grade classes had mean gains of 25 per cent or more, thus reaching the objective. For "Social Ability" only two of nine second-grade and two of nine third-grade classes reached the objective. For the sub-section "Emotional Stability" five of nine second-grade and five of nine third-grade classes reached the objective.

When teachers observed students, they felt that students had changed most in motivation, less in verbal ability and emotional stability, and least in social ability. Table 8 shows great differences between schools, which would appear to demonstrate that there are great differences between students from school to school.

Data Analysis - Objective 16

During May 1975 Cultural Language/Reading teachers were asked to complete an inventory indicating their attitudes toward FLASH V and the Cultural Language/Reading component.

Responses indicated as Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD) were obtained for each of ten items for both second- and third-grade teachers. Their response configurations are found in Table 9.

Performance Objective 16

By the completion of the project year, Cultural Language and Reading Component teachers will demonstrate a positive attitude toward the cultural language/reading program by attaining an average 80 per cent or greater positive response on the Cultural Language/Reading Teacher Inventory.

Conclusion

As shown in Table 9, six items reached the criterion of at least 80 per cent positive response by teachers in both grades. Item six, related to multimedia devices and instructional materials, met the objective only in grade two, missing by 10 per cent in grade three. Item seven, related to in-service training, met the objective in grade three but not in grade two, missing by thirteen per cent. Item eight, related to the success of FLASH V, and item ten, related to whether the teacher would like to continue in the program, met the objective in grade three but missed the objective by three per cent in grade two.

Data Analysis - Objective 17

At the same time that the Cultural Language/Reading teachers were responding to their attitude inventory, principals

TABLE 9

Percent Response Configuration Toward Cultural
Language/Reading by Cultural Language/Reading Teacher *

Item	Response Percentage							
	Grade 2				Grade 3			
	SA	A	D	SD	SA	A	D	SD
1. In general, the FLASH (V) Project has been effective in my school.	55	33	12		40	60		
2. The primary objectives of the FLASH (V) Project and especially the Cultural Language/Reading Component have been adequately presented to me.	44	44	12		60	40		
3. The Cultural Language/Reading Coordinator was helpful in assisting me in my work with ESEA Title I children.	56	44			70	30		
4. The Cultural Language/Reading Coordinator was receptive to my comments and suggestions regarding the development of the program.	67	33			60	40		
5. I feel that I worked with those children who were in the greatest need of the instruction provided by the Cultural Language/Reading Component.	12	77	11		60	40		
6. My classroom was well equipped with multimedia devices and instructional materials.	22	66	12		10	60	30	

Table 9
(continued)

Item (continued)	Response Percentage							
	Grade 2				Grade 3			
	SA	A	D	SD	SA	A	D	SD
7. The in-service training provided by the FLASH (V) Project was valuable.	45	22	33		40	60		
8. In many respects, I feel that the FLASH (V) Project has not been successful in my school.	12	11	33	44			60	40
9. Communications between the classroom and the FLASH (V) Project office personnel have been good throughout the year.	22	66	12		40	60		
10. If possible, I would like to participate in the FLASH (V) Project again next year.	34	44	11	11	40	60		

* Source: Cultural Language/Reading Teacher Inventory

of target schools in this program were asked to respond to a parallel inventory. Responses were obtained from principals to each of ten items on the Administrator Inventory. Their response configurations are found in Table 10.

Performance Objective 17

By the completion of the project year, principals of target schools being served by the Cultural Language/Reading Component will demonstrate a positive attitude toward the Cultural Language/Reading Component by attaining an average positive response of 80 per cent or greater on the Administrator Inventory.

Conclusion

Nine of the ten items in the Administrator Inventory show them as meeting or exceeding the objective of at least 80 per cent positive attitudes toward the program. One item, number 9 which is related to a general satisfaction with planning the program, showed only a 70 per cent positive response. This response configuration would seem to indicate only mild satisfaction and dissatisfaction with the program's planning.

PROCESS OBJECTIVE DATA ANALYSIS

Data Analysis - Objectives 1-7

Instructional staff of the Cultural Language/Reading component kept records of time spent on various activities in this program. This record came in the form of the Monthly Monitoring Form that was sent to the project coordinator each

TABLE 10

Percent Response Configuration Toward Cultural Language/
Reading by Administrators Having the Program in
Their Building *

Item	Response Percentage			
	SA	A	D	SD
1. In general, the cultural language/reading program of the FLASH (V) Project has been effective in my school.	50	50		
2. The goals and objectives of the Cultural Language/Reading Component of the FLASH (V) Project have been adequately presented to target school administrators.	35	57	8	
3. The cultural language/reading classes in my school have proven to be effective in meeting the special needs of Guam children.	29	71		
4. In my opinion, the FLASH (V) classrooms are adequately equipped with multimedia devices and instructional materials.	35	50	15	
5. In many respects, I have been dissatisfied with the FLASH (V) cultural language/reading program in my school.			57	43
6. It appears that there is good communication between the Cultural Language/Reading Component teachers and the coordinator of the program.	29	71		
7. Cultural language/reading teachers are negative toward the FLASH (V) Project.	8		71	21
8. The cultural language/reading teachers provide needed supplemental instruction to the students in my school who demonstrate the greatest needs.		100		

Table 10
(continued)

Item (continued)	Response Percentage				
	SA	A	D	SD	
9. I feel that I was involved to a satisfactory degree in the planning of the cultural language/reading program in my school.		70	30		
10. The cultural language/reading program should be expanded to include all classes in my school.	20	60		20	

* Source: Administrators Inventory - Cultural Language/Reading

month. Average daily time in minutes spent on various activities in second grade classes are summarized in Table 11.

Process Objectives 1-7

1- During the project year, the cultural language/reading second grade teachers will provide instruction using the Guam Reader (language lessons) as documented by the Cultural Language/Reading Second Grade Teacher Monthly Monitoring Form.

2- During the project year, the cultural language/reading second grade teachers will provide instruction using the reader, tape and workbook of Now What? as documented by the Cultural Language/Reading Second Grade Teacher Monthly Monitoring Form.

3- During the project year, the cultural language/reading second grade teachers will provide instruction using Guam Legends as documented by the Cultural Language/Reading Second Grade Teachers Monthly Monitoring Form.

4- During the project year, the cultural language/reading second grade teachers will provide instruction using the reader, tape, workbook, and satellite cards of Paseando as documented by the Cultural Language/Reading Second Grade Teacher Monthly Monitoring Form.

5- During the project year, the cultural language/reading second grade teachers will provide special language experience activities (in addition to the named instructional packages) as documented by the Cultural Language/Reading Second Grade Teacher Monthly Monitoring Form.

TABLE 11

Average Daily Time for Cultural Language/Reading
Instruction for All Program Teachers - 2nd Grade *

Instructional Materials and Skill Areas	Average Daily Time (Minutes)								
	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May
Guam Reader (Lang. Lessons)	13	13	14	16	14	13	3	**	
Now What	37	28	30	38	30	28	3	**	
Guam Legends	7	11	13	9	3	8	3	**	
Paseando					7	6	33	**	
Lang. Exper. Act.	54	45	58	42	36	38	17	**	
Satellite Cards	3	2	18	11	3	20	11	**	
Reading Skills Development	45	39	63	49	55	55	50	**	
World of Work						2	5	**	
Listening Act.	33	20	61	53	27	50	51	**	
TOTAL	192	158	257	218	175	220	176		

*Source: Monthly Monitoring Forms

**Testing in May

6- During the project year, the cultural language/reading second grade teachers will provide special activities for reading skill development (in addition to the named instructional packages) as documented by the Cultural Language/Reading Second Grade Teacher Monthly Monitoring Form.

7- During the project year, the cultural language/reading second grade teachers will utilize a variety of methods and materials in carrying out instructional activities as documented by the Cultural Language/Reading Second Grade Teacher Monthly Monitoring Form.

Conclusion

The Monthly Monitoring Form documents that process objectives 1 through 7 were met. These various types of instruction did occur, apparently using a wide range of materials and methods. The performance goal is therefore considered to have been met.

Date Analysis - Objectives 8-14

Instructional staff of the Cultural Language/Reading component kept records of time spent on various activities in this program. This record came in the form of the Monthly Monitoring Form that was sent to the project director each month. Average daily time in minutes spent on various activities in third grade classes are summarized in Table 12.

Process Objectives 8-14

8- During the project year, the cultural language/reading third grade teachers will provide instruction using the

Guam Reader (language lessons) as documented by the Cultural Language/Reading Third Grade Teacher Monthly Monitoring Form.

9- During the project year, the cultural language/reading third grade teachers will provide instruction using the reader, tape, and workbook of Year Round as documented by the Cultural Language/Reading Third Grade Teacher Monthly Monitoring Form.

10- During the project year, the cultural language/reading third grade teachers will provide instruction using Guam Legends as documented by the Cultural Language/Reading Third Grade Teacher Monthly Monitoring Form.

11- During the project year, the cultural language/reading third grade teachers will provide instruction using the reader, tape, workbook, and satellite cards of Haye Ham as documented by the Cultural Language/Reading Third Grade Teacher Monthly Monitoring Form.

12- During the project year, the cultural language/reading third grade teachers will provide special language experiences activities* (in addition to the named instructional packages) as documented by the Cultural Language/Reading Third Grade Teacher Monthly Monitoring Form.

13- During the project year, the cultural language/reading third grade teachers will provide special activities for reading skill development (in addition to the named instructional packages) as documented by the Cultural Language/Reading Third Grade Teacher Monthly Monitoring Form.

TABLE 12

Average Daily Time for Cultural Language/Reading
Instruction for all Program Teachers - 3rd Grade **

Instructional Materials and Skill Areas	Average Daily Times (Minutes)								
	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May
Guam Reader Satellite Cards	*	*	*	*	3	5	5	6	***
Year Round	*	*	*	*	18	18	35	7	***
Haye Ham	*	*	*	*				3	***
Reading Skill Dev.	*	*	*	*	12	7	16	11	***
Language Act.	*	*	*	*	11	11	12	8	***
Listening Act.	*	*	*	*	6	7	16	9	***
Dictionary Skills	*	*	*	*	9	6	11	6	***
TOTAL					59	54	95	50	

* Project materials unavailable until January 1975

** Source: Monthly Monitoring Forms

*** Testing in May

14- During the project year, the cultural language/reading third grade teachers will utilize a variety of methods and materials in carrying out instructional activities as documented by the Cultural Language/Reading Third Grade Teacher Monthly Monitoring Form.

Conclusion

The Monthly Monitoring Form documents that process objectives 8 through 14 were met, with the exception of number 10. Objective 10 involves Guam Legends, but no instruction in this area is done at the third grade level and no instruction was planned in this area. This is just a case where an objective somehow became part of the component when such an objective should not have been set.

Date Analysis - Objectives 15-17

Instructional staff of the Cultural Language/Reading Component kept records of time spent by aides on instructional reinforcement, preparation of materials, clerical activities and others. This record came in the form of the Monthly Monitoring Form that was sent to the project director each month. Average daily time in minutes spent on these activities is reported in Table 13.

Process Objectives 15-17

15- During the project year, the Cultural Language/Reading Component teacher aides will provide instructional reinforcement to ESEA Title I students as documented by the Cultural Language/Reading Teacher Aide Monthly Monitoring Form.

16- During the project year, the Cultural Language/Reading Component teacher aides will prepare instructional materials as documented by the Cultural Language/Reading Teacher Aide Monthly Monitoring Form.

17- During the project year, the Cultural Language/Reading Component teacher aides will carry out clerical tasks as documented by the Cultural Language/Reading Teacher Aide Monthly Monitoring Form.

Conclusion

The Monthly Monitoring Form documents that process objectives 15-17 were met. These various types of activities did occur in both the second- and third-grade classes.

TABLE 13

Average Daily Time for Cultural Language/Reading
Teacher Aides on Supportive Activities - All Aides
Both Grades 2 and 3 **

Supportive Activity	Average Daily Time (Minutes)								
	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May
Instructional Reinforcement									
Grade two	190	222	203	175	206	195	168	178	***
Grade three	*	*	*	105	156	177	173	219	***
Preparation of Materials									
Grade two	103	97	93	99	112	55	71	59	***
Grade three	*	*	*	165	128	124	153	138	***
Clerical									
Grade two	51	63	44	53	48	24	25	21	***
Grade three	*	*	*	46	42	48	60	67	***
Other									
Grade two	61	33	35	61	53	7	10	14	***
Grade three	*	*	*	16	22	10	32	10	***
TOTAL									
Grade two	405	415	375	388	419	281	274	272	
Grade three	*	*	*	332	348	359	418	434	

* Project activities not started until December, due to unavailability of materials

** Source: Monthly Monitoring Forms

*** Testing in May

SUMMARY

Success in the second grade version of the Guam Readers Test was mixed. Gains in the Guam Readers Test - Second Grade - were sufficient that all schools met the performance objective in language comprehension. In knowledge of local culture and knowledge of vocabulary, eight of nine schools reached performance objectives plus when all student gains were taken without sorting out schools, the performance objectives were also reached for these two content areas. In the area of reading comprehension only five of nine schools met the objective, but this performance objective was reached when all student gains were taken without sorting out schools. In the area of construction of sentences and stories, only two schools reached the objective.

Gains in the third grade Guam Readers Test were sufficient that seven of nine schools met the objective, and the overall student gain without concern for schools also met the objective. Data limitations did not allow for determining per cent of gain by sub-test.

Participant changes in attitude toward self, peers, school and language/reading were sufficiently great that both grades in all schools met and exceeded the performance objectives on the Guam Affective Inventory. There seems no reason to doubt that the efforts to change attitudes met desired outcomes. Certainly this section of the program must be considered successful.

Participant changes as observed and recorded by teachers on the Guam Teacher Observation Scale were modest toward teaching performance objectives. Generally the second grade group reached more objectives than the third grade group. The greatest success in achieving objectives was in motivation, verbal abilities and emotional stability subtests. Very limited success was achieved in social ability. The rather paradoxical extremes in gain averages from school to school is difficult to understand and explain. Gains ranged from increasing 422 per cent to decreasing 17 per cent. The range was less extreme for the third grade group.

When classroom teachers were asked to express their opinions toward the Cultural Language/Reading component, their responses were sufficiently positive to reach performance objectives in all but three items. Some second grade teachers were concerned about the quality of their in-service training, whether or not the program was a success, and whether or not they would participate in further FLASH programs. Some third grade teachers had doubts about how well equipped they were in multimedia and instructional materials. The administrators were wholeheartedly in favor of all aspects of the program.

During the project year there was more than adequate evidence recorded in the Monthly Monitoring Forms that the process objectives of the Cultural Language/Reading program were reached. Teachers did perform in content and method areas that would be expected to produce the desired changes. Aides in the

Cultural Language/Reading program did do instructional reinforcement, preparation of materials and clerical services as expected.

CHAPTER 3

Reading Resource Component

PROGRAM DESCRIPTION

The Reading Resource program was one of the components of FLASH V. Its prime purpose was to improve language and reading skills of primary level children in the Guam schools. It emphasized remedial, corrective and developmental reading in a comprehensive wide range attack on language and reading skills deficiencies.

Students were selected with the assistance of target school principals, Pupil Personnel Services, Guidance counselors and the Reading Resource teacher. Selection was made in target schools in grades one, two, three and four using various criteria. Final selection was made by using the Wide Range Achievement Test - Reading Subtest, the Readiness Skills Checklist, the Reading Skills Checklist, the Dolch Word List and the Classroom Reading Inventory. Scores on these tests for the selected participants was used as a pretest for later evaluation purposes. All students reading more than one year below expected grade level or in need of specialized reading help in a particular area were selected.

Schools that contained this component were Agat Elementary, Carbullido Elementary, Inarajan Elementary, P.C. Lujan Elementary, Merizo Elementary, Ordot/Chalan Pago Elementary,

San Miguel Elementary, Price Elementary, Sanchez Elementary, Talofoto Elementary, C.L. Taitano Elementary, Torres Elementary, Ulloa Elementary, and Yona Elementary. In addition to these fourteen public elementary schools, there were four parochial schools, that is, Mt. Carmel, San Vicente, Santa Barbara and Cathedral Grade School. With a maximum of forty children for each public school and fifty non-public school children, the program was designed to serve approximately 610 students. Test records and scores were received for about 600 students.

The program contained instruction that would improve vocabulary structure, reading comprehension, sight vocabulary and reading skills. In addition, it was expected that such series of specialized education would improve the self-concept and esteem, as well as the students' attitudes toward their peers, schools and, of course, reading.

The use of the resource teacher is the basic thing of the program. It was thought that a team approach, utilizing the regular classroom teacher and the Reading Resource teacher would bring the most intensive effort to bear on students' reading problems. In this arrangement the classroom teacher can maintain the type of understanding of the individual student so necessary for good education, but still use the resource of highly trained specialists in the field.

Combined with an emphasis upon language and reading, and use of regular and resource teachers, was the use of specialized materials and equipment. This program used a wide range

of materials and equipment designed to improve reading skills and maintain a high level of motivation to learn and to improve these skills.

In addition to these intensive efforts were added the services of teacher aides and home visitors. Here again is an effort to add to the team not only more professionals "on the line" to help the student but other team members, each of whom has his own particular, special function. Teacher aides contributed to the individualization of instruction as well as assisting the regular teacher and resource teacher in areas of material preparation and many non-teaching activities. The Home Visitor extended the scope of the program to the home and in effect added the parents to the team.

Organizationally the Reading Resource teacher and regular teacher are on a straight line relationship with both the target school principal and the coordinator of the Reading Resource Component. The coordinator was involved in supportive consultation and supervision, directly concerned with the step by step flow of the component. The school administrator, equally concerned with the program, looked upon this class as part of the whole school and planned for smooth coordination.

PERFORMANCE OBJECTIVE DATA ANALYSES

Data Analysis - Objective 1

During September 1974, the WRAT/Reading Sub-test was administered both as a means to understanding and selecting students for this component and also to obtain scores to serve as pretest results. During May 1975 the WRAT/Reading sub-test was given again as a posttest. The grade placement score was obtained for each student and a school mean was calculated. The gain for the academic year was the difference between the pretest mean and the posttest mean. In addition, the number of students individually attaining the objective along with per cent of total number of students attaining the objective was obtained. Table 14 contains these results.

Performance Objective 1

By the completion of the project year, reading resource students (readiness, pre-primer, primer, first grade, second grade and above) will demonstrate knowledge of vocabulary by gaining an average grade equivalency of one month per two months of instruction between pre- and post-testing on the Reading Sub-test of the Wide Range Achievement Test.

Conclusion

All schools met or exceeded the performance objective, the smallest gain being .56 of a year and the greatest gain 2.84 years. The overall total shows a gain of 1.23 years in vocabulary

TABLE 14

Mean Pretest and Posttest Grade Placement Scores, Gain
With Number and Percent of Students Attaining the
Performance Objectives in the Reading Resource Program **

Schools	Pretest		Posttest		Gain	Students Attaining Objective	
	Mean	N	Mean	N		Number	Percent
Agat	1.72	33	2.75	27	1.03*	26	90
Carbullido	1.49	40	2.05	37	.56*	24	71
Inarajan	1.94	39	3.58	40	1.64*	40	100
Lujan	2.34	40	3.33	40	.99*	30	91
Merizo	1.85	40	2.92	39	1.07*	25	64
Ordot Chalan Pago	1.88	32	3.23	30	1.35*	29	97
San Miguel	1.68	38	2.52	35	.84*	32	94
Price	2.13	30	3.12	29	.99*	29	100
Sanchez	1.53	29	4.37	27	2.84*	26	96
Talofofo	1.46	40	2.12	34	.66*	25	76
Taitano	1.73	30	2.57	29	.84*	22	76
Torres	2.31	40	3.46	27	1.15*	24	83
Ulloa	1.19	39	3.22	32	2.03*	29	85
Yona	1.55	39	2.67	39	1.12*	33	85
Non-Public	1.86	49	2.93	48	1.07*	40	85
TOTAL	1.78	558	3.01	505	1.23*	434	86

Note: Differences in N within schools result from some students not having both pretest and posttest.

* Attained performance objective

** Source: WRAT/Reading

knowledge. Four hundred thirty-four students, or 86 per cent of those in the program, individually met the performance objective.

Data Analysis - Objective 2

During September 1974 the Classroom Reading Inventory was administered, both as a means to understanding and selecting students for this component and to obtain scores to serve as pretest results. During May 1975 the Inventory was given again as a posttest. The grade placement score was obtained for each student and a school mean was calculated. The gain for the academic year was the difference between the pretest mean and the posttest mean. In addition, the number of students individually attaining the objective and the per cent of total number of students attaining the objective was obtained. Table 15 contains these results.

Performance Objective 2

By the completion of the project year, reading resource students (readiness, pre-primer, primer, first grade, second grade and above) will demonstrate reading comprehension by gaining, on the average, one or more levels as measured by the Classroom Reading Inventory.

Conclusion

All schools except two (Taitano and Yona) reached or exceeded the performance objective, the greatest gain being 3.48 years. The over-all total shows a gain of 1.72 years in

TABLE 15

Mean Pretest and Posttest Grade Placement Scores, Gain
With Number and Percent of Students Attaining the
Performance Objectives in the Reading Resource Program **

Schools	Pretest		Posttest		Gain	Students Attaining Objective	
	Mean	N	Mean	N		Number	Percent
Agat	1.86	14	3.85	27	1.99*	26	90
Carbullido	.57	41	2.27	37	1.70*	24	71
Inarajan	1.63	39	4.38	40	2.75*	40	100
Lujan	2.50	40	4.00	40	1.50*	29	88
Merizo	1.65	40	2.95	39	1.30*	16	41
Ordot Chalan Pago	1.50	30	4.13	30	2.63*	30	100
San Miguel	.63	38	2.69	35	2.06*	28	82
Price	2.25	30	4.31	29	2.06*	29	100
Sanchez	1.00	29	4.48	27	3.48*	27	100
Talofofo	2.04	40	3.84	34	1.80*	28	85
Taitano	1.60	29	3.24	29	1.64*	27	93
Torres	3.38	32	3.85	27	.47	19	66
Ulloa	1.90	39	3.63	32	1.73*	28	82
Yona	1.86	21	1.97	39	.11	21	53
Non-Public	.98	48	2.31	49	1.33*	26	55
TOTAL	1.65	510	3.37	514	1.72*	398	79

Note: Differences in N within schools result from some students not having both pretest and posttest.

* Attained performance objective

** Source: Reading Inventory

reading comprehension. Three hundred ninety-eight students, or 79 per cent of those participating, individually met the performance objective.

Data Analysis - Objectives 3-7

The Readiness/Reading Skills Checklists were used, in part, for the purpose of classifying students at various reading levels. Whatever reading level the student had as a result of his pretest score on the checklist, became his category for determining whether or not the student made adequate group in the Dolch List.

If the Checklist labeled the student at readiness level, then that student had to identify 50% or more of the pre-primer level words on the Dolch Word List.

If the Checklist labeled the student at pre-primer, then that student had to identify 50% or more of the pre-primer and primer level words on the Dolch Word List.

If the Checklist labeled the student at primer level, then that student had to identify 50% or more of the pre-primer, primer and first grade level words on the Dolch List.

If the Checklist labeled the student at first grade level, then that student had to identify 50% or more

of the pre-primer, primer, first grade and second grade level words on the Dolch List.

If the Checklist labeled the student at second grade level, then the student had to identify 50% or more of the pre-primer, primer, first grade, second grade and third grade level words on the Dolch List.

The mean per cent correct, by schools and individuals, within various levels was obtained along with the number and per cent of individuals that met the performance objective. Those results are in Table 16.

Performance Objectives 3-7

3- By the completion of the project year, reading resource students (readiness group) will demonstrate a knowledge of sight vocabulary by correctly identifying (on the average) 50 per cent or more of the words from the Dolch Word List (pre-primer level).

4- By the completion of the project year, reading resource students in the pre-primer group will demonstrate a knowledge of sight vocabulary by correctly identifying (on the average) 50 per cent or more of the words from the Dolch Word List (pre-primer and primer levels).

5- By the completion of the project year, reading resource students in the primer group will demonstrate a knowledge of sight vocabulary by correctly identifying (on the

TABLE 16

Number and Mean Percent Correct in the Dolch List by Students
of Various Reading Levels in the Reading Resource Program **

Schools	Readiness		Pre Primer		Primer	
	N	Mean %	N	Mean %	N	Mean %
Agat	4	100*	18	93*	2	99*
Carbullido	16	72*	1	100*	5	75*
Inarajan			31	99*	9	99*
Lujan	21	94*	7	99*	2	100*
Merizo	3	76*	26	93*	9	98*
Ordot/Chalan Pago	16	98*	10	97*	3	92*
San Miguel	16	93*	17	97*	2	97*
Price	4	98*	4	99*	7	96*
Sanchez	4	92*	16	89*	7	96*
Talofofo	10	31	7	65*	6	90*
Taitano	7	99*	7	94*	8	99*
Torres	4	92*	11	89*	7	84*
Ulloa	13	68*	5	77*	10	93*
Yona	24	76*	10	94*	3	92*
Non-Public	28	78*	10	84*	5	94*
TOTAL	170	81*	180	93*	85	94*

* Performance Objective Attained

** Source: Dolch List

(Continued) Table 16

Number and Mean Percent Correct in the Dolch List by Students of Various Reading Levels in the Reading Resource Program **

Schools	Grade One		Grade Two		Students Attaining Objective	
	N	Mean %	N	Mean %	N	Mean %
Agat					24	100
Carbullido					19	86
Inarajan					40	100
Lujan	1	100*			30	97
Merizo	1	100*			38	97
Ordot/Chalan Pago	1	95*			30	100
San Miguel					35	100
Price	5	94*	7	99*	27	100
Sanchez					27	100
Talofofo			5	97*	19	68
Taitano	4	99*	3	100*	29	100
Torres	5	99*	1	99*	26	93
Ulloa	1	98*	4	97*	27	82
Yona			2	99*	34	87
Non-Public	3	91*	1	96*	42	89
TOTAL	21	97*	23	98*	447	93

* Performance Objective Attained

** Source: Dolch List

average) 50 per cent or more of the words from the Dolch Word List (pre-primer, primer and first grade levels).

6- By the completion of the project year, reading resource students in the first grade group will demonstrate a knowledge of sight vocabulary by correctly identifying (on the average) 50 per cent or more of the words from the Dolch Word List (pre-primer, primer, first and second grade levels).

7- By the completion of the project year, reading resource students in the second grade group will demonstrate a knowledge of sight vocabulary by correctly identifying (on the average) 50 per cent or more of the words from the Dolch Word List (pre-primer, primer, first, second and third grade levels).

Conclusion

Every reading classification in every school met the performance objectives, with one exception. One school (Talofofo) had ten students at the readiness level whose mean per cent covered was only 31 rather than the desired 50 per cent. Using only the total number of students, all levels made desired gains. Four hundred forty-seven students, or 93 per cent of those in the program, met or exceeded the performance objectives.

Data Analysis - Objectives 8-10

The Readiness/Reading Skills Checklists were also used as a basis for a pretest-posttest evaluation of the Reading Resource component. They were administered as a pretest in September 1974 and as a posttest in May 1975. While Objective 8

uses the Readiness Skills Checklist and Objective 9 uses the Reading Skills Checklist, in actuality these scores were not kept separate. They became more meaningful when combined, as was done in this case. Therefore, while there are three performance objectives, Table 17 indicates per cent gain only for readiness students and students at pre-primer and above. In all cases the higher demand performance criterion of 80 per cent was used.

Performance Objectives 8-10

8- By the completion of the project year, reading resource students in the readiness group will demonstrate a knowledge of readiness skills by attaining (on the average) proficiency in 80 per cent or more of the skills on the Readiness Skills Checklist.

9- By the completion of the project year, reading resource students in the readiness group will demonstrate a knowledge of reading skills by attaining (on the average) proficiency in 50 per cent or more of the skills on the Reading Skills Checklist (pre-primer level).

10- By the completion of the project year, reading resource students (pre-primer, primer, first, second grade, third grade and above) will demonstrate the knowledge of reading skills by attaining (on the average) proficiency in 80 per cent or more of the skills specified on the Reading Skills Checklist for that level (pre-primer, primer, first, second grade, third grade and above).

TABLE 17

Number and Mean Gain in the Readiness/Reading Checklist by
Students at Readiness Level and Pre-Primer and Above Level
in the Reading Resource Program **

Schools	Readiness Students		Students at Pre-Primer and Above	
	N	Mean Gain	N	Mean Gain
Agat	4	3.25*	20	2.70*
Carbullido	16	-.06	6	.00
Inarajan	0		40	3.38*
Lujan	21	2.17*	10	1.70*
Merizo	3	1.17*	36	2.47*
Ordot Chalan Pago	16	2.19*	14	1.93*
San Miguel	18	.78	19	1.63*
Price	4	1.75*	23	1.43*
Sanchez	4	3.00*	23	2.78*
Talofofo	10	1.20*	17	1.94*
Taitano	7	1.79*	22	2.00*
Torres	4	3.00*	24	2.42*
Ulloa	13	1.77*	19	2.37*
Yona	26	-.02	13	-.04
Non-Public	28	.46	19	.50
TOTAL	174	1.16*	305	2.10*

* Performance Objective Attained

** Source: Readiness/Reading Checklist

Conclusion

For the readiness group, four of fourteen schools (Inarajan had no full record readiness students) did not reach the performance objective. For all 174 readiness students, the mean gain was 1.16 years.

For the pre-primer and above group, three of fifteen schools did not reach the performance objective. For all 305 students in this classification, there was a mean gain of 2.10 years. Therefore, these three performance objectives were met.

Data Analysis - Objective 11

At the completion of the project year Reading Resource students were asked to complete the Guam Attitude Survey. The number of items showing positive attitudes by sub-sections for each student was obtained and a school mean was calculated. Table 18 contains the average per cent positive attitudes of Reading Resource students for the four sub-sections.

Performance Objective 11

By the completion of the project year, reading resource students will demonstrate positive responses toward peers, school items, and reading attaining an average positive response of 80 per cent or greater on the Guam Attitude Survey of Reading Resource Students.

Conclusion

All schools met or exceeded the performance objective in all four attitude areas.

TABLE 18

Average Percent Positive Attitude of Reading
Resource Students from Guam Attitude Survey *

SCHOOL	ATTITUDE TOWARD			
	Self	Peers	School	Reading
Agat	62.2	81.4	97.6	86.0
Carbullido	61.6	83.8	95.8	87.2
Inarajan	60.6	86.2	78.8	73.8
Lujan	57.8	75.6	94.8	89.2
Merizo	74.0	85.2	92.2	89.8
Ordot/Chalan Pago	65.8	55.4	77.0	89.0
Price	59.4	75.8	89.0	81.2
Sanchez	77.8	96.8	99.2	100.0
San Miguel	65.8	75.2	94.0	84.6
Taitano	67.4	81.8	95.2	78.6
Talofofo	66.2	79.6	77.8	79.6
Torres	63.4	80.4	83.8	86.6
Ulloa	67.2	57.0	96.6	89.4
Yona	60.4	78.0	94.8	83.2
Non-Public	61.8	80.6	95.6	86.6

* Source: Attitude Survey of Reading Resource Component

Data Analysis - Objective 12

At the end of the project year regular classroom teachers were asked to complete the Reading Resource Component - Classroom Teacher Inventory. The responses to each item by each teacher were converted into per cent response. These response percentages are found in Table 19.

Performance Objective 12

By the completion of the project year, regular classroom teachers will demonstrate a positive attitude toward the reading resource program by attaining an average positive response of 80 per cent or greater on the Reading Resource Component - Classroom Teacher Inventory.

Conclusion

The per cent of positive response by regular classroom teachers to all items reached or exceeded the performance objective. Thus objective 12 was considered attained.

Data Analysis - Objective 13

At the end of the project year reading resource teachers were asked to complete the Reading Resource Teachers Inventory. The responses to each item by each teacher were converted into per cent response. These response percentages are found in Table 20.

Performance Objective 13

By the completion of the project year, reading resource teachers will demonstrate a positive attitude toward

TABLE 19

Percent Response Configuration Toward Reading Resource
Component by Regular Classroom Teachers *

Item	Response Percentage			
	SA	A	D	SD
1. In general the use of reading resource teachers in the FLASH Project has been effective in my school.	52	48		
2. The small group remedial reading activities provided by the FLASH Project have helped the regular classroom teachers.	61	38	1	
3. The reading resource teacher(s) assigned to my school are effective in working with students.	52	47	1	
4. The reading resource teacher(s) provide needed remedial reading support to regular classroom students.	47	51	2	
5. In many respects, I have been dissatisfied with the FLASH reading resource program in my school.	1	7	44	48
6. There is good communication between the FLASH reading resource teacher and regular classroom teachers.	34	51	9	
7. In general, my student(s) enrolled in remedial reading classes have shown improvements in language arts.	42	56	2	
8. The FLASH instructional activities in the area of reading and language was compatible with the objectives of the reading and language programs operating within our school(s).	33	65	2	

Table 19
(continued)

Item (continued)	Response Percentage				
	SA	A	D	SD	
9. I had ample opportunities to meet with the reading resource teacher for the purpose of obtaining helpful information concerning the progress of my students.	25	70	5		
10. If possible, I would prefer the continued services of the FLASH reading resource teachers in my school next year.	56	42	2		

* Source: Regular Classroom Teacher Inventory

TABLE 20

Percent Favorable Response Toward Reading Resource
Component by Reading Resource Teacher *

Item	Response Percentage	
	Yes	No
1. In general, has the FLASH (IV) Project been effective in your school building(s)?	100	
2. Have the primary objectives of the FLASH (IV) Project been adequately presented to you?	100	
3. Was the Reading Resource Coordinator helpful in assisting you in your work with the ESEA Title I children?	100	
4. Was your opinion in meeting the needs of ESEA Title I students made an integral part in the selection of ESEA Title I students?	100	
5. Did you feel you worked with those children who were in the greatest need of supplemental reading and language assistance?	93	7
6. Did you have ample opportunities to meet with classroom teachers for the purpose of supplying helpful information concerning the progress of ESEA Title I students?	73	27
7. In your opinion, were the FLASH (IV) instructional activities in the area of reading and language compatible with the objectives of the reading and language programs operating within your school(s)?	84	16
8. In your opinion, was the ESEA Title I classroom adequately equipped with multimedia devices and instructional materials?	79	21

Table 20
(continued)

Item (continued)	Response Percentage	
	Yes	No
9. In your opinion, was the in-service training provided by the FLASH (IV) Project valuable?	79	21
10. If possible, would you like to participate in the FLASH Project again next year?	100	

* Source: Reading Resource Teacher Inventory

the reading resource program by attaining an average positive response of 80 per cent or greater on the Reading Resource Teachers Inventory.

Conclusion

The per cent of positive response by Reading Resource teachers to all items except three reached or exceeded performance objective. Two of these three are at 79% and will be considered as meeting the performance objective. The one remaining item, related to having opportunities to meet with classroom teachers, did not meet the objective.

Data Analysis - Objective 14

During May 1975 administrators of schools offering Reading Resource programs were asked to complete the Reading Resource Component - Administrator Inventory. The responses to each item by each administrator were converted to per cent of favorable and unfavorable responses. This data is reported in Table 21.

Performance Objective 14

By the completion of the project year, target school principals will demonstrate a positive attitude response of 80 per cent or greater on the Reading Resource Component - Administrator Inventory.

Conclusion

Per cent of favorable responses by principals reached the performance objective on all items; thus the objective is considered reached.

TABLE 21

Percent Response Configuration Toward Reading Resource by
Administrators Having the Program in Their Building *

Item	Response Percentage			
	SA	A	D	SD
1. In general, the use of reading resource teachers in the FLASH (IV) Project has been effective in my school.	92	8		
2. The small group remedial reading activities provided by the FLASH (IV) Project have helped the regular classroom teachers.	54	46		
3. The goals and objectives of the Reading Resource Component of the FLASH (IV) Project have been adequately presented to target school administrators.	23	70	7	
4. In general, the regular classroom teachers in my school have been positive toward the reading resource teachers provided by the FLASH (IV) Project.	39	61		
5. The reading resource teacher(s) assigned to my school are effective in working with students.	77	23		
6. The reading resource teacher(s) provide needed remedial reading support to regular classroom students.	54	46		
7. In my opinion, the FLASH (IV) instructional areas are adequately equipped with multimedia devices and instructional materials.	8	92		
8. In many respects, I have been dissatisfied with the FLASH (IV) reading resource program in my school.			46	54

Table 21
(continued)

Item (continued)	Response Percentage				
	SA	A	D	SD	
9. It appears that there is good communication between the FLASH (IV) reading resource teachers and regular classroom teachers.	33	67			
10. If possible, I would prefer the continued services of the FLASH reading resource teachers in my school next year.	78	22			

* Source: Administrators Inventory - Reading Resource

PROCESS OBJECTIVE DATA ANALYSIS

Data Analysis - Objectives 1-6

During the project year Reading Resource teachers were asked to keep records of their time spent on various segments of the Reading Resource Program. These records came in the form of the Monthly Monitoring Forms which were sent to the project coordinator each month. These forms serve to document activity of the Reading Resource teacher. A summary of average daily time for Reading Resource instruction is found in Table 22.

Process Objectives 1-6

1- During the project year, the Reading Resource teachers will provide instruction to develop vocabulary skills as documented by the Reading Resource Teacher Monthly Monitoring Form.

2- During the project year, the Reading Resource teachers will provide instruction to develop oral and silent reading skills as documented by the Reading Resource Teacher Monthly Monitoring Forms.

3- During the project year, the Reading Resource teachers will provide instruction to develop perceptual motor skills, where applicable, as documented by the Reading Resource Teacher Monthly Monitoring Form.

4- During the project year, the Reading Resource teachers will provide instruction to develop comprehension

TABLE 22

**Average Daily Time For Reading Resource
Instruction For All Program Teachers ***

Instructional Area	Average Daily Times (Minute)								
	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May
Vocabulary		43	41	37	39	75	55	95	**
Word Attack		45	51	52	67	64	55	113	**
Comprehension		32	41	40	52	56	68	173	**
Readiness		43	10	14	21	30	24	43	**
TOTAL		163	143	143	179	225	202	424	

* Source: Monthly Monitoring Forms

** Testing in May

skills as documented by the Reading Resource Teachers Monthly Monitoring Form.

5- During the project year, the Reading Resource teachers will provide instruction to develop language skills as documented by the Reading Resource Teacher Monthly Monitoring Form.

6- During the project year, the Reading Resource teachers will provide instruction to develop word attack skills as documented by the Reading Resource Teacher Monthly Monitoring Form.

Conclusion

The Monthly Monitoring Form documents that process objectives 1, 4 and 6 were met. Process objectives 2, 3 and 5 were also met, but are combined under the heading of "Readiness" in the table.

Data Analysis - Objectives 1-3 (Teacher Aides)

During the project year Reading Resource teachers were asked to keep records of the daily time aides spent in various segments of the Reading Resource Program. These records came in the form of the Monthly Monitoring Forms which were sent to the project coordinator each month. These forms serve to document activity of the aides. A summary of average daily time aides spent in supportive activities is found in Table 23.

Process Objectives 1-3 (Teacher Aides)

1- During the project year, the Reading Resource Component teacher aides will provide instructional reinforcement

of ESEA Title I students as documented by the Reading Resource Teacher Aide Monthly Monitoring Form.

2- During the project year, the Reading Resource Component teacher aides will prepare instructional materials as documented by the Reading Resource Teacher Aide Monthly Monitoring Form.

3- During the project year, the Reading Resource Component teacher aide will carry out clerical tasks as documented by the Reading Resource Teacher Aide Monthly Monitoring Form.

Conclusion

The Monthly Monitoring Form documents that the process objectives related to use of teacher aides were met.

TABLE 23

Average Daily Time for Reading Resource Teacher Aides
on Supportive Activities - Grades 1 to 3 *

Supportive Activity	Average Daily Time (Minutes)								
	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May
Instructional Reinforcement	34	122	114	80	128	155	139	147	**
Preparation of Materials	67	75	64	91	95	102	94	96	**
Clerical	143	90	81	78	81	74	57	85	**
Others	0	21	37	49	40	31	35	73	**
TOTAL	244	308	296	298	344	362	325	401	

* Source: Monthly Monitoring Forms

** Testing in May

SUMMARY

Gains of Reading Resource students on the Wide Range Achievement Test/Reading Sub-test were sufficiently large that all schools reached or exceeded the expected performance objective. Gains by these students on the Classroom Reading Inventory reached high enough levels that thirteen of the fifteen schools met or exceeded the performance objective. When the mean gain of all students without concern for schools is calculated, it exceeds the performance objective.

There was a rather complicated set of objectives for the Dolch List. Success here was judged by gains based on the student's classification on the Readiness/Reading Checklist. All schools for all classifications of students successfully reached the performance objective with the exception of one group. In other words, of sixty possible opportunities for groups to meet the objective, it was met in fifty-nine.

Gains on the Readiness/Reading Checklist were related to whether the student was classified as a readiness student or pre-primer and above. Of the readiness students, gains brought ten out of fourteen schools to the objective or beyond. However, the mean gain for all readiness students exceeded the performance objective. Of the pre-primer and above students, gains brought twelve of fifteen schools to the objective or beyond. But again, the mean gain for all pre-primer and above students exceeded the performance objectives.

In view of the gains in the WRAT/Reading, the Classroom Reading Inventory, the Dolch List and the Readiness/Reading Checklist, this portion of this component has been successful. Over-all gains are impressive. Most schools that failed to reach the objective still had modest gains. Why a very few classes did not, is not at this time explainable.

When students were asked to complete the Guam Attitude Survey they rated their attitudes toward themselves, their peers, their school and their reading. All schools show positive attitudes that reach or exceed the desired performance level in all four attitude areas. Apparently the program was able to influence student attitudes - all in a positive direction.

When classroom teachers were asked to express their attitudes toward the Reading Resource component, they were sufficiently positive that their responses to all items on the Teacher Inventory met or exceeded the performance objective. When the resource teachers were asked, some felt that they did not have ample opportunities to meet with classroom teachers for the purpose of supplying helpful information about participant students. They also felt that they were not adequately equipped with multimedia devices and instructional materials. A few expressed some doubts about the value of the FLASH project. Administrators supported the program sufficiently that their positive attitudes reached or exceeded performance objectives.

During the project year there was more than adequate evidence of support for the process objectives of the Reading Resource component in the Monthly Monitoring Form. Teachers and resource teachers had indeed performed in method and content areas in a manner that would be expected to produce the desired changes. Reading Resource aides were documented as providing instructional reinforcement, material preparation and clerical services as expected of them.

CHAPTER 4

Teaching English to Speakers of Other Languages (TESOL)

PROGRAM DESCRIPTION

The TESOL component of FLASH V was primarily responsible for bringing to certain children instruction in oral communication skills, having as its goal the alleviation of deficiencies in these skills. There is a segment of Guam's children that do not have English as their dominate language or speak English so poorly that additional educational intervention was considered imperative.

Children were selected for this program on the basis of being within economic criteria established by ESEA Title I Guidelines and having oral language difficulties as measured by the Guam TESOL test. Test results plus the opinions of the TESOL coordinator and the evaluator from the Department of Education's Planning and Evaluation Unit were used to identify eligible schools. Similar efforts were used to identify and isolate eligible students. The TESOL test scores were used as pretest indicators for evaluation purposes.

The schools within the program became Agat Elementary, Carbullido Elementary, Ordot/Chalan Pago Elementary, San Miguel Elementary, C.L. Taitano Elementary, Ulloa Elementary,

Yona Elementary and Price Elementary. In addition to these public schools there were four non-public schools, that is, Cathedral Grade School, San Vicente, Mt. Carmel and Santa Barbara. Each of the eight TESOL teachers for the public schools had a maximum of fifty students with which they would meet. The traveling teacher for the non-public schools was limited to sixty students - a total enrollment for the entire TESOL program of 460.

The primary goal of the TESOL program was to increase facility in the use of oral language. Both use and comprehension are included in this goal. Along with this skill development it was expected that these students would improve their self-concept, and gain more favorable attitudes toward their peers, their school and the English language.

The instructional program used the traditional methods, materials and equipment of TESOL instruction. In Grade two instructional content stressed article usage, plural countable nouns, pronouns, verb tense agreement, prepositions, past tense, ordinal position and present continuous tense. Grade one instructional content stressed article usage, countables, pronouns, verb usage and pluralization of nouns.

Use of the TESOL teacher is basic to this program. It was thought that a team approach, utilizing the regular classroom teacher and the TESOL teacher would bring the greatest force to bear on the students' oral communication problem. Because TESOL instruction is very technical and demands a good deal of skill and practice, it was felt that employing a

specialist was the only way to really make an impact in this area.

In addition to the team of TESOL teacher and regular teacher, there was the teacher aide and the home visitor. The aide assisted in the individualization of instruction, in material preparation, and performed a variety of non-teaching duties. The home visitor helped make the parents members of the total educational team.

Organizationally the TESOL teacher and the regular classroom teacher were on a straight line relationship with both the target school principal and the coordinator of the TESOL Component. The coordinator was involved in supportive consultation and supervision, directly concerned with the step by step flow of the component. The school administrator, equally concerned with the program, saw this class as part of the whole school and planned for smooth coordination.

PERFORMANCE OBJECTIVE DATA ANALYSES

Data Analysis - Objective 1

During September 1975 the Guam TESOL Test - Form I was administered as a pretest and selection device for the first grade TESOL program. During May 1976 it was readministered as the posttest. The number of items answered correctly by each student was obtained and a school mean was calculated. The gain for the academic year was the difference between the pretest mean and the posttest mean. In addition, the number of students individually attaining the objective was obtained, as well as the percent of total number of students attaining the objective. Table 24 contains these results.

Performance Objective 1

By the completion of the project year, TESOL first grade students will apply oral language production skills by attaining an average gain of 25 per cent or greater on the Guam TESOL Test - Form I.

Conclusion

All schools reached or exceeded the performance objective. Two hundred seventeen students, or 98 per cent of those in the program, reached this objective.

Data Analysis - Objective 2

During September 1975 the Guam TESOL Test - Form II was administered at the same times as Form I with the fall

TABLE 24

**Means and Frequency of Students Attaining the Objectives
of the TESOL Program - TESOL Test - Grade One**

Schools	Pretest		Posttest		Gain	Students Attaining Objective	
	Mean	N	Mean	N		Number	Percent
Agat	45.07	30	83.10	30	38.03*	30	100
Carbullido	36.16	25	76.00	18	39.84*	17	100
Ulloa	35.93	30	93.86	21	57.93*	21	100
Yona	41.74	27	79.27	22	39.53*	19	95
Ordot Chalan Pago	38.89	36	89.13	31	50.24*	29	100
Taitano	45.08	40	85.34	35	40.26*	32	97
San Miguel	52.71	24	92.05	20	39.34*	20	100
Price	54.07	28	81.87	23	27.80*	20	87
Non-Public	38.16	32	94.10	31	55.94*	29	100
TOTAL	42.88	272	86.44	231	43.56*	217	98

Note: Differences in N within schools result from some students not having both pretest and posttest.

* Attained performance objective

administration being the pretest and the spring administration being the posttest. The number of correct responses by each student was obtained and a school mean was calculated. The gain for the academic year was the difference between the pretest mean and the posttest mean. In addition, the number of students individually attaining the objective along with per cent of total number of students attaining the objective was obtained. Table 25 contains these results.

Performance Objective 2

By the completion of the project year, TESOL second grade students will apply oral language production skills by attaining an average gain of 25 per cent or greater on the Guam TESOL Test - Form II.

Conclusion

All schools reached or exceeded the performance objective. One hundred forty-one students, or 95 per cent of those participating, reached the objective.

Data Analysis - Objectives 3-6

At the completion of the project TESOL students were asked to respond to the Guam Affective Inventory - TESOL. They rated their attitudes toward themselves, their peers, the school and English. An average positive attitude for each school and grade was obtained and those results are in Table 26.

Performance Objectives 3-6

3- By the completion of the project year, TESOL students will demonstrate positive attitudes toward self by

TABLE 25

Means and Frequency of Students Attaining the Objectives
of the TESOL Program - TESOL Test - Grade Two

Schools	Pretest		Posttest		Gain	Students Attaining Objective	
	Mean	N	Mean	N		Number	Percent
Agat	62.15	20	93.61	18	31.46*	16	89
Carbullido	46.72	25	89.29	14	42.57*	14	100
Ulloa	42.38	26	92.25	20	49.87*	20	100
Yona	51.26	23	82.43	21	31.17*	18	90
Ordot Chalan Pago	45.86	14	92.77	13	46.91*	13	100
Taitano	56.70	10	92.17	6	35.47*	5	100
San Miguel	55.40	25	90.67	24	35.27*	20	95
Price	64.33	15	86.93	15	22.60*	12	80
Non-Public	40.75	28	80.82	28	40.07*	23	100
TOTAL	50.49	186	88.13	159	37.64*	141	95

Note: Differences in N within schools result from some students not having both pretest and posttest.

* Attained performance objective

TABLE 26

Average Percent Positive Attitude of TESOL Students *

SCHOOL	Grade	ATTITUDE TOWARD			
		Self	Peers	School	TESOL
Agat	1	94.6	98.8	89.6	92.0
Carbullido	1	77.0	80.0	75.2	84.4
Ordot/Chalan Pago	1	97.6	97.0	99.4	99.4
Price	1	79.0	83.8	69.4	86.0
San Miguel	1	96.4	81.2	83.4	81.0
Taitano	1	90.0	94.0	85.2	86.8
Ulloa	1	82.4	80.2	76.6	79.2
Yona	1	94.8	91.2	84.2	93.8
Non-Public	1	89.0	93.0	93.6	98.2
Agat	2	89.4	88.2	78.8	83.2
Carbullido	2	81.6	83.6	79.8	77.2
Ordot/Chalan Pago	2	98.4	98.4	100.0	100.0
Price	2	90.2	87.2	85.8	95.8
San Miguel	2	91.0	89.0	91.0	93.0
Taitano	2	95.6	84.6	91.2	86.8
Ulloa	2	88.8	78.2	89.8	96.0
Yona	2	86.6	84.6	87.6	99.0
Non-Public	2	89.0	96.0	95.2	100.0

* Source: Guam Affective Inventory: TESOL

attaining an average positive response of 25 per cent or greater on the Guam Affective Inventory attitude-toward-self items.

4- By the completion of the project year, TESOL students will demonstrate attitude toward peers by attaining an average positive response of 25 per cent or greater on the Guam Affective Inventory attitude-toward-peers items.

5- By the completion of the project year, TESOL students will demonstrate positive attitudes toward school by attaining an average positive response of 25 per cent or greater on the Guam Affective Inventory attitude-toward-school items.

6- By the completion of the project year, TESOL students will demonstrate positive attitudes toward English by attaining an average positive response of 25 per cent or greater on the Guam Affective Inventory attitude-toward-English items.

Conclusion

All schools reached or far exceeded the performance objective.

Data Analysis - Objective 7

At the same times the Guam TESOL Test - Forms I and II were administered the teacher was asked to complete an observation scale for each student's motivational level, verbal ability, social ability and emotional stability. The number of items with favorable attitudes for each student was obtained and a school mean was calculated. The gain for the academic year was the difference between the pretest mean and the post-test mean. In addition, the number of students individually

attaining the objective along with per cent of total number of students attaining the objective was obtained. Tables 27, 28, 29 and 30 present this data for grade one and Tables 31, 32, 33 and 34 for grade two.

Performance Objective 7

By the completion of the project year, TESOL students will respond positively to the program (motivation, verbal ability, social ability, emotional stability) by attaining an average gain of 25 per cent or greater on the Guam Teacher Observation Scale.

Conclusion

All schools met the performance objective in both grades, with one exception. In the area of social ability, Uloa did not meet the objective in either grade one or grade two. First grade TESOL students individually attained the objective in all areas: 186 students, or 85 per cent, in motivation; 201 students, or 92 per cent, in verbal ability; 164, or 75 per cent, in social ability; and 185, or 84 per cent, in emotional stability. At the grade two level 122, or 84 per cent, obtained the objective in motivation; 129 students, or 88 per cent, in verbal ability; 108, or 74 per cent, in social ability; and 121, or 83 per cent, in emotional stability. Both grade levels were less successful in demonstrating favorable positive response in the area of social ability.

TABLE 27

Means and Frequency of Students Attaining the Objectives
of the TESOL Program - Guam Teacher Observation
Scale - Motivation Subtest - Grade One

Schools	Pretest		Posttest		Gain	Students Attaining Objective	
	Mean	N	Mean	N		Number	Percent
Agat	6.38	32	11.31	32	4.93*	26	87
Carbullido	6.43	23	10.43	16	4.00*	10	83
Ulloa	7.44	27	11.21	24	3.77*	17	81
Yona	6.52	29	10.77	26	4.25*	15	75
Ordot Chalan Pago	7.47	38	12.86	36	5.39*	23	74
Taitano	7.61	44	11.80	40	4.19*	28	85
San Miguel	6.91	22	14.29	21	7.38*	18	90
Price	4.76	29	10.54	28	5.78*	22	96
Non-Public	8.84	32	16.23	31	7.39*	27	93
TOTAL	7.01	276	12.26	252	5.25*	186	85

Note: Differences in N within schools result from some students not having both pretest and posttest.

* Attained performance objective

TABLE 28

Means and Frequency of Students Attaining the Objectives
of the TESOL Program - Guam Teacher Observation
Scale - Verbal Ability Subtest - Grade One

Schools	Pretest		Posttest		Gain	Students Attaining Objective	
	Mean	N	Mean	N		Number	Percent
Agat	5.16	32	11.97	32	6.81*	29	97
Carbullido	5.83	23	8.57	14	2.74*	9	75
Ulloa	5.22	27	9.88	24	4.66*	19	90
Yona	6.38	29	10.77	26	4.39*	18	90
Ordot Chalan Pago	6.82	38	12.67	36	5.85*	26	84
Taitano	5.84	44	11.48	40	5.64*	32	97
San Miguel	5.09	22	13.76	21	8.67*	20	100
Price	3.17	29	9.68	28	6.51*	21	91
Non-Public	6.50	32	16.65	31	10.15*	27	93
TOTAL	5.63	276	11.95	252	6.32*	201	92

Note: Differences in N within schools result from some students not having both pretest and posttest.

* Attained performance objective

TABLE 29

Means and Frequency of Students Attaining the Objectives
of the TESOL Program - Guam Teacher Observation
Scale - Social Ability Subtest - Grade One

Schools	Pretest		Posttest		Gain	Students Attaining Objective	
	Mean	N	Mean	N		Number	Percent
Agat	6.66	32	11.47	32	4.81*	27	90
Carbullido	6.61	23	9.43	14	2.82*	6	50
Ulloa	8.30	27	9.71	24	1.41	8	38
Yona	8.41	29	10.77	26	2.36*	11	55
Ordot Chalan Pago	7.89	38	13.11	36	5.22*	23	74
Taitano	7.82	44	10.53	40	2.71*	23	70
San Miguel	6.50	22	14.10	21	7.60*	20	100
Price	5.21	29	9.46	28	4.25*	20	87
Non-Public	7.72	32	15.77	31	8.05*	26	90
TOTAL	7.31	276	11.73	252	4.42*	164	75

Note: Differences in N within schools result from some students not having both pretest and posttest.

* Attained performance objective

TABLE 30

Means and Frequency of Students Attaining the Objectives
of the TESOL Program - Guam Teacher Observation
Scale - Emotional Stability Subtest - Grade One

Schools	Pretest		Posttest		Gain	Students Attaining Objective	
	Mean	N	Mean	N		Number	Percent
Agat	6.75	32	10.09	32	3.34*	26	87
Carbullido	6.39	23	9.71	14	3.32*	10	83
Ulloa	7.59	27	9.75	24	2.16*	14	67
Yona	6.83	29	10.58	26	3.75*	13	65
Ordot Chalan Pago	7.76	38	13.17	36	5.41*	25	59
Taitano	7.02	44	10.40	40	3.38*	27	82
San Miguel	6.41	22	14.81	21	8.40*	20	100
Price	4.76	29	10.25	28	5.49*	23	100
Non-Public	8.40	32	15.77	31	7.37*	27	93
TOTAL	6.95	276	11.81	252	4.86*	185	84

Note: Differences in N within schools result from some students not having both pretest and posttest.

* Attained performance objective

TABLE 31

Means and Frequency of Students Attaining the Objectives
of the TESOL Program - Guam Teacher Observation
Scale - Motivation Subtest - Grade Two

Schools	Pretest		Posttest		Gain	Students Attaining Objective	
	Mean	N	Mean	N		Number	Percent
Agat	8.35	20	14.60	20	6.25*	15	88
Carbullido	7.70	27	10.68	22	2.98*	11	73
Ulloa	8.30	27	11.92	25	3.62*	16	76
Yona	10.21	24	13.08	23	2.87*	16	80
Ordot Chalan Pago	12.20	15	15.46	15	3.26*	7	54
Taitano	9.60	10	14.43	7	4.83*	5	100
San Miguel	7.00	24	14.36	22	7.36*	20	100
Price	4.07	14	10.31	13	6.24*	12	100
Non-Public	9.21	28	16.58	24	7.37*	20	87
TOTAL	8.50	189	13.72	171	5.22*	122	84

Note: Differences in N within schools result from some students not having both pretest and posttest.

* Attained performance objective

TABLE 32

Means and Frequency of the Students Attaining the Objectives
of the TESOL Program - Guam Teacher Observation
Scale - Verbal Ability Subtest - Grade Two

Schools	Pretest		Posttest		Gain	Students Attaining Objective	
	Mean	N	Mean	N		Number	Percent
Agat	7.50	20	14.35	20	6.85*	15	88
Carbullido	7.26	27	10.86	22	3.60*	12	80
Ulloa	6.70	27	11.08	25	4.38*	15	71
Yona	9.58	24	15.00	23	5.42*	18	90
Ordot Chalan Pago	10.93	15	14.80	15	3.87*	9	69
Taitano	9.40	10	15.14	7	5.74*	5	100
Sa'n Miguel	5.29	24	14.27	22	8.98*	20	100
Price	3.00	14	8.92	13	5.92*	12	100
Non-Public	6.32	28	16.88	24	10.56*	23	100
TOTAL	7.20	189	13.51	171	6.31*	129	88

Note: Differences in N within schools result from some students not having both pretest and posttest.

*Attained performance objective

TABLE 33

Means and Frequency of the Students Attaining the Objectives
of the TESOL Program - Guam Teacher Observation
Scale - Social Ability Subtest - Grade Two

Schools	Pretest		Posttest		Gain	Students Attaining Objective	
	Mean	N	Mean	N		Number	Percent
Agat	8.90	20	13.30	20	4.40*	13	76
Carbullido	8.26	27	10.59	22	2.33*	9	60
Ulloa	9.67	27	11.96	25	2.29	7	33
Yona	10.21	24	14.78	23	4.57*	14	70
Ordot Chalan Pago	12.27	15	15.67	15	3.40*	7	54
Taitano	9.90	10	14.71	7	4.81*	4	80
San Miguel	6.13	24	14.50	22	8.37*	20	100
Price	3.86	14	9.31	13	5.45*	12	100
Non-Public	8.75	28	16.54	24	7.79*	22	96
TOTAL	8.50	189	13.39	171	4.89*	108	74

Note: Differences in N within schools result from some students not having both pretest and posttest.

* Attained performance objective

TABLE 34

Means and Frequency of the Students Attaining the Objectives
of the TESOL Program - Guam Teacher Observation
Scale - Emotional Stability Subtest - Grade Two

Schools	Pretest		Posttest		Gain	Students Attaining Objective	
	Mean	N	Mean	N		Number	Percent
Agat	8.85	20	13.55	20	4.70*	14	82
Carbullido	8.00	27	10.86	22	2.86*	11	73
Ulloa	7.93	27	11.08	25	3.15*	14	67
Yona	9.79	24	14.57	23	4.78*	16	80
Ordot Chalan Pago	12.33	15	15.80	15	3.47*	8	62
Taitano	9.60	10	14.00	7	4.40*	4	80
San Miguel	6.04	24	14.41	22	8.37*	20	100
Price	3.93	14	9.92	13	5.99*	12	100
Non-Public	7.46	28	17.08	24	9.62*	22	96
TOTAL	8.11	189	13.53	171	5.42*	121	83

Note: Differences in N within schools result from some students not having both pretest and posttest.

* Attained performance objectives

Data Analysis - Objective 8

At the completion of the project year TESOL teachers were asked to complete the TESOL Teacher Inventory. Per cent of favorable and non-favorable response was obtained for all TESOL teachers. Those results are recorded in Table 35.

Performance Objective 8

By the completion of the project year, TESOL teachers will demonstrate a positive attitude toward the TESOL Program by attaining an average positive response of 80 per cent or greater on the TESOL Inventory.

Conclusion

Of the ten items, responses to five reached or exceeded the performance level asked for in the statement of objective. Responses falling slightly below the expected performance level were: Item 4, related to selection of students; item 6, related to ease of meeting with the classroom teacher; item 8, related to adequacy of multimedia and materials; item 9, related to in-service training, and item 10, related to desire to participate in FLASH next year.

Data Analysis - Objective 9

At the completion of the project year regular classroom teachers were asked to complete the TESOL Classroom Teacher Inventory. Per cent of favorable and non-favorable response was obtained for these classroom teachers. Table 36 contains these results.

TABLE 35

Percent Favorable Response Toward TESOL
by TESOL Teachers *

Item	Response Percentage	
	Yes	No
1. In general, has the FLASH (V) Project been effective in your school building(s)?	100	1
2. Have the primary objectives of the FLASH (V) Project been adequately presented to you?	100	
3. Was the TESOL Coordinator helpful in assisting you in your work with ESEA Title I children?	88	12
4. Was your opinion in meeting the needs of ESEA Title I students made an integral part in the selection of ESEA Title I students?	63	27
5. Did you feel you worked with those children who were in the greatest need of the instruction provided by the TESOL Component?	88	12
6. Did you have ample opportunities to meet with classroom teachers for the purpose of supplying helpful information concerning the progress of TESOL students?	75	25
7. In your opinion, were the FLASH (V) TESOL activities compatible with the objectives of the regular reading and language programs operating in your school(s)?	88	12
8. In your opinion, was the TESOL instructional area adequately equipped with multimedia devices and instructional materials?	75	25

Table 35
(continued)

Item (continued)	Response Percentage	
	Yes	No
9. In your opinion, was the in-service training provided by the FLASH (V) Project valuable?	75	25
10. If possible, would you like to participate in the FLASH (V) Project again next year?	75	25

* Source: TESOL Teacher Inventory

TABLE 36

Percent Response Configuration Toward TESOL by
Classroom Teachers *

Item	Response Percentage				
	SA	A	D	SD	NA
1. In general, the use of TESOL teachers in the FLASH (V) Project has been effective in my school.	46	54			
2. The small group TESOL activities provided by the FLASH (V) Project has helped regular classroom teachers.	37	51	3		9
3. The TESOL teacher(s) assigned to my school are effective in working with students.	39	54	6		1
4. The TESOL teacher(s) provide needed supplemental English instruction to students who speak other languages.	46	49	5		
5. In my opinion, the TESOL instructional areas are adequately equipped with multi-media devices and instructional materials.	22	53	8	8	9
6. In many respects, I have been dissatisfied with the FLASH (V) TESOL program in my school.	3	13	37	43	4
7. It appears that there is good communication between the FLASH (V) TESOL teachers and the regular classroom teachers.	32	57	6	4	1
8. If possible, I would prefer the continued services of the FLASH TESOL teachers in my school next year.	50	50			

* Source: TESOL Component - Classroom Teacher Inventory

Performance Objective 9

By the completion of the project year, the regular classroom teachers will demonstrate a positive attitude toward the TESOL Program by attaining an average positive response of 80 per cent or greater on the Regular Classroom Teacher Inventory.

Conclusion

Of the eight items all but one attained the positive response level of 80 per cent or greater. Item five, related to the adequacy of multimedia and instructional materials, missed the objective by five percentage points.

Data Analysis - Objective 10

At the completion of the project year administrators of schools offering the program were asked to respond to the TESOL Component - Administrator Inventory. Per cent of favorable and non-favorable response by these administrators was obtained. Table 37 contains these results.

Performance Objective 10

By the completion of the project year, target school principals will demonstrate a positive attitude toward the TESOL Program by attaining an average positive response of 80 per cent or greater on the TESOL Component - Administrator Inventory.

Conclusion

All administrators of schools offering the TESOL program gave responses that met the performance criterion of 80 per cent or greater average positive response.

TABLE 37

Percent Response Configuration toward TESOL by
Administrators Having the Program in Their Building *

Item	Response Percentage			
	SA	A	D	SD
1. In general, the use of TESOL teachers in the FLASH (V) Project has been effective in my school.	80	20		
2. The small group TESOL activities provided by the FLASH (V) Project has helped regular classroom teachers.	58	42		
3. The goals and objectives of the TESOL Component of the FLASH (V) Project have been adequately presented to target school administrators.	50	50		
4. In general, the regular classroom teachers in my school have been positive toward the TESOL teachers provided by the FLASH (V) Project.	58	42		
5. The TESOL teacher(s) assigned to my school are effective in working with students.	75	25		
6. The TESOL teacher(s) provide needed supplemental English instruction to students who speak other languages.	58	42		
7. In my opinion, the TESOL instructional areas are adequately equipped with multimedia devices and instructional materials.	33	58		9
8. In many respects, I have been dissatisfied with the FLASH (V) TESOL program in my school.			42	58

Table 37
(continued)

Item (continued)	Response Percentage				
	SA	A	D	SD	
9. It appears that there is good communication between the FLASH (V) TESOL teachers and the regular classroom teachers.	44	56			
10. If possible, I would prefer the continued services of the FLASH TESOL teachers in my school next year.	89	11			

* Source: Administrators Inventory - TESOL

PROCESS OBJECTIVE DATA ANALYSIS

Data Analysis - Objectives 1-6

During the project year, TESOL first grade teachers were asked to keep records of their time spent on various segments of the TESOL Program. These records came in the form of the Monthly Monitoring Form which was sent to the project coordinator each month. These forms served to document activity of the TESOL teacher. A summary of average daily time for TESOL first grade instruction segments is found in Table 38.

Process Objectives 1-6

1- During the project year, TESOL first grade teachers will provide instruction to develop oral language production skills related to article usage as documented by the TESOL Teacher Monthly Monitoring Form.

2- During the project year, TESOL first grade teachers will provide instruction to develop oral language production skills related to countables as documented by the TESOL Teacher Monthly Monitoring Form.

3- During the project year, TESOL first grade teachers will provide instruction to develop oral language production skills related to pronouns (gender distinction) as documented by the TESOL Teacher Monthly Monitoring Form.

4- During the project year, TESOL first grade teachers will provide instruction to develop oral language production skills related to pronouns (object of sentence) as documented by the TESOL Teacher Monthly Monitoring Form.

TABLE 38

**Average Daily Time for TESOL Instruction
for All Program Teachers - Grade One ***

Instruction Content Area	Average Daily Time (Minutes)								
	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May
Article Usage	28	32	18	22	16	20	16	13	**
Countables	11	17	15	18	21	18	8	9	**
Pronouns (Gender distc.)		102	19	28	15	16	17	10	**
Pronouns (Object sent.)		9	16	6	11	10	13	9	**
Verb Usage	21	31	29	31	36	35	40	27	**
Pluralization of Nouns	15	15	11	21	18	23	18	10	**
TOTAL	75	206	108	126	117	122	112	78	

* Source: Monthly Monitoring Forms

** Testing in May

5- During the project year, TESOL first grade teachers will provide instruction to develop oral language production skills related to verb usage as documented by the TESOL Teacher Monthly Monitoring Form.

6- During the project year, TESOL first grade teachers will provide instruction to develop oral language production skills related to pluralization of nouns as documented by the TESOL Teacher Monthly Monitoring Form.

Conclusion

All process objectives 1 through 6 were met as documented by the Monthly Monitoring Form.

Data Analysis - Objectives 7-16

During the project year, TESOL second grade teachers were asked to keep records of their time spent on various segments of the TESOL Program. These records came in the form of the Monthly Monitoring Form which was sent to the project coordinator each month. These forms served to document activity of the TESOL teacher. A summary of average daily time for TESOL second grade instruction segments is found in Table 39.

Process Objectives 7-16

7- During the project year, TESOL second grade teachers will provide instruction to develop oral language production skills related to article usage as documented by the TESOL Teacher Monthly Monitoring Form.

TABLE 39

**Average Daily Time for TESOL Instruction
for All Program Teachers - Grade Two ***

Instruction Content Area	Average Daily Time (Minutes)							
	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr. May
Article Usage	30	19	32	9	12	11	13	9 **
Plural Countable Nouns	18	26	8	21	16	21	9	8 **
Pronouns (Obj. of sent.)		7	7	11	5	13	14	5 **
Pronouns Determines)		21	8	23	9	10	7	6 **
Verb Tense Agreement		20	13	19	25	18	37	11 **
Prepositions		8	23	15	13	16	17	19 **
Past Tense		2	11	8	12	24	20	17 **
Uncountables		8	10	3	12	12	11	9 **
Ordinal Position				2	7	6	8	6 **
Present Con- tinuous Tense	7	8	17	7	12	11	16	7 **
Others	12	25	41	29	48	17	13	54 **
TOTAL	67	144	170	147	171	159	165	151

* Source: Monthly Monitoring Forms

** Testing in May

8- During the project year, TESOL second grade teachers will provide instruction to develop oral language production skills related to plural countables nouns as documented by the TESOL Teacher Monthly Monitoring Form.

9- During the project year, TESOL second grade teachers will provide instruction to develop oral language production skills related to pronouns (object of sentence) as documented by the TESOL Teacher Monthly Monitoring Form.

10- During the project year, TESOL second grade teachers will provide instruction to develop oral language production skills related to pronouns (determiners) as documented by the TESOL Teacher Monthly Monitoring Form.

11- During the project year, TESOL second grade teachers will provide instruction to develop oral language production skills related to verb tense agreement as documented by the TESOL Teacher Monthly Monitoring Form.

12- During the project year, TESOL second grade teachers will provide instruction to develop oral language production skills related to prepositions as documented by the TESOL Teacher Monthly Monitoring Form.

13- During the project year, TESOL second grade teachers will provide instruction to develop oral language production skills related to past tense as documented by the TESOL Teacher Monthly Monitoring Form.

14- During the project year, TESOL second grade teachers will provide instruction to develop oral language

production skills related to uncountables as documented by the TESOL Teacher Monthly Monitoring Form.

15- During the project year, TESOL second grade teachers will provide instruction to develop oral language production skills related to ordinal position as documented by the TESOL Teacher Monthly Monitoring Form.

16- During the project year, TESOL second grade teachers will provide instruction to develop oral language production skills related to present continuous tense as documented by the TESOL Teacher Monthly Monitoring Form.

Conclusion

All process objectives 7 through 16 were met as documented by the Monthly Monitoring Form.

Data Analysis - Objectives 17-19

During the project year teacher aides were required to keep records of their activities in the form of daily time spent on instructional reinforcement, preparation of instructional materials and clerical tasks. These records came in the form of the Monthly Monitoring Form which was sent to the project coordinator each month. These forms served to document activity of the TESOL teacher aides. A summary of average daily time spent by aides on various supportive activities is found in Table 40.

Process Objectives 17-19

17- During the project year, TESOL teacher aides will provide instructional reinforcement to ESEA Title I students

TABLE 40

Average Daily Times for TESOL Teacher-Aides
on Supportive Activities - Grades 1 and 2 *

Supportive Activities	Average Daily Times (Minutes)								
	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May
Instructional Reinforcement	56	171	180	111	111	127	143	148	**
Preparation of Materials	69	104	123	105	115	105	123	99	**
Clerical	50	51	57	78	62	85	67	57	**
Others	31		15	14	15	31	34	38	**
TOTAL	206	326	375	308	303	348	367	342	

* Source: Monthly Monitoring Forms

** Testing in May

as documented by the TESOL Teacher Aide Monthly Monitoring Report.

18- During the project year, TESOL teacher aides will prepare instructional materials as documented by the TESOL Teacher Aide Monthly Monitoring Form.

19- During the project year, TESOL teacher aides will carry out clerical tasks as documented by the TESOL Teacher Aide Monthly Monitoring Form.

Conclusion

All process objectives 17 through 19 were met as documented by the Monthly Monitoring Form and thus it was considered that these three objectives were met.

SUMMARY

Gains in facility of use of oral language were sufficiently large that all schools, in both grades, met and exceeded the performance objectives on the Guam TESOL Test. There seems no reason to doubt that this program produced the desired results; therefore, this section of the program must be considered successful.

Participant changes in attitudes toward self, peers, school and the English language were sufficiently large for all schools, in both grades, to meet and exceed the performance objectives on the Guam Affective Inventory. There again seems no reason to doubt that the efforts to change attitudes obtained desired results. Certainly this section of the program must be considered successful.

Participant changes as observed and recorded by teachers were sufficiently large for all schools for both grades to meet and exceed the performance objectives of the Guam Teacher Observation Scale. The only exception to this statement is in the case of one school that had difficulty showing adequate changes in social ability at both the second and third grade levels. Again there seems little reason to doubt the efficacy of this segment, and it is considered successful.

When classroom teachers were asked to express their attitudes toward the TESOL component, their responses were essentially positive, with the exception of one item. This item

related to adequacy of multimedia devices and instructional materials. Response to it fell below acceptable performance levels. TESOL teachers were essentially positive toward the program except in five items. Apparently a few TESOL teachers felt that their opinions were not taken into consideration in the selection of students, that they did not have ample opportunities to meet with classroom teachers; they also doubted that they were adequately equipped with multimedia devices and instructional materials; some doubt was expressed about the value of their in-service training; and finally a few expressed doubts about wanting to be part of FLASH next year. Even though there was some negative response to the TESOL program, the greater majority of regular teachers and TESOL teachers endorsed the program and its related activities. Administrators heartily endorsed the program.

During the project year there was more than adequate material within Monthly Monitoring Forms supporting the process objectives of the TESOL program. Both classroom teachers and TESOL teachers did indeed use procedures in content areas that would be expected to produce the desired changes. TESOL teacher aides also were documented as providing instructional reinforcement, material preparation and clerical services as expected of them.

CHAPTER 5

Supportive Services

PROGRAM DESCRIPTION

The Supportive Services component of FLASH V was responsible for the various functions related to home visitation, use of teacher aides, training paraprofessionals, and dissemination of information about the project. It included the television series, "Window to Our World", which was basic to the other components of the project. It was very directly involved in reaching the stated learner goal of providing "to ESEA Title I personnel in-service training in the areas of reading and language, early childhood development, and understanding of the disadvantaged student and his environment."

Very basic to FLASH V was the concept of using the extra contact of a home visitor as a means of fostering student achievement and rapport with his family. Home visitors were used in the three basic components, i.e. Cultural Language/Reading, Reading Resource, and TESOL, to assist in planning, instructing parents how to help their children, the preparation of educational materials and instructional contact with the students when this would assist him.

In addition to the use of home visitors (community development aides) Supportive Services assisted in the

pre-service and in-service training of paraprofessionals or teacher aides. Training sessions throughout the period of the project became a basic function for this component. A wide range of in-service training in reading, language, child development and understanding of the children of Guam was accomplished.

Dissemination of information about the project's various components and goals was also a function of Supportive Services. There were scheduled parent orientation meetings designed to inform the parent; a very successful slide presentation was featured at these meetings. A quarterly parent newsletter called "FLASH NEWS" was produced and distributed as was a general information bulletin prepared by the administrative staff of FLASH V. Included in the function of dissemination was the popular TV series "Window to Our World". The television series was to promote learning while using the entertainment element of television to maintain interest and motivation. This series was highly correlated with the classroom and student activities.

PERFORMANCE OBJECTIVES

Data Analysis - Objective 1

Parents of the ESEA Title I students participating in the Home Visitation Program responded to the Home Visitation Program Parent Checklist in May of the 1974-75 project year. The percentage of parents responding positively or negatively was calculated for each of the items. Table 41 presents the data.

Performance Objective 1

By the completion of the project year, parents of ESEA Title I students will demonstrate positive attitudes toward the Home Visitation Program by attaining an average positive response of 80 per cent or greater on the Home Visitation Program Parent Checklist.

Conclusion

The percentage positive response exceeded the expected proficiency level on nine out of ten items. Response to item 3 only was below the expected performance objective. Therefore, Performance Objective 1 was essentially attained.

Data Analysis - Objective 2

Classroom teachers responded to the Home Visitation Program Classroom Teacher Inventory during May 1975. Per cent of favorable and unfavorable response was calculated for each

TABLE 41

Percent Favorable Response of Parents Toward
Home Visitation Program *

Item	Response Percentage	
	Yes	No
1. The Home Visitation Program is helping me to know more ways to help my child.	99	1
2. The Home Visitation Program has helped me in talking with my child's teacher.	90	10
3. I have not been able to use many of the home activities of the Home Visitation Program.	67	33
4. My child and I enjoy doing the home activities together.	99	1
5. The purpose of the Home Visitation Program is to help me to know more ways to help my child learn.	99	1
6. Some of the activities suggested through the Home Visitation Program take too much time.	82	18
7. I know more about school activities because of the Home Visitation Program.	99	1
8. The Home Visitation Program has been good for my child.	99	1
9. Each of the home activities is helpful in teaching my child.	99	1
10. If possible, I would like to be included in the Home Visitation Program next year.	95	5

* Source: Home Visitation Program Parent Checklist

item on the inventory. Data obtained from the Inventory is presented in Table 42.

Performance Objective 2

By the completion of the project year, classroom teachers will demonstrate positive attitudes toward the Home Visitation Program by attaining an average positive response of 80 per cent or greater on the Home Visitation Program Classroom Teacher Inventory.

Conclusion

On all items an 80 per cent positive response was attained. Thus Performance Objective 2 was achieved.

Data Analysis - Objective 3

Target school principals responded to the Home Visitation Program Administrator Inventory during May of the 1974-75 project year. Per cent of favorable and unfavorable response was calculated for each item on the inventory. Table 43 contains this data.

Performance Objective 3

By the completion of the project year, target school principals will demonstrate positive attitudes toward the Home Visitation Program by attaining an average positive response of 80 per cent or greater on the Home Visitation Program Administrator Inventory.

Conclusion

On all items an 80 per cent positive response was attained. Thus Performance Objective 3 was achieved.

TABLE 42

**Percent Response Configuration Toward Home Visitation
Program by Classroom Teacher ***

Item	Response Percentage			
	SA	A	D	SD
1. The Home Visitation Program has been helpful in communicating with parents.	78	22		
2. The goals and objectives of the Home Visitation Program have been adequately presented to the classroom teachers.	32	68		
3. The Home Visitation Program has increased parent interest in the learning of their child(ren).	33	67		
4. The Home Visitation Program activities have helped parents in participating in parent-teacher conferences.	33	67		
5. The Home Visitation Program television series, "Window to Our World", has been beneficial in communicating the school program to the home.	22	62	16	
6. Home Visitation activities have increased the interest of students and fostered more positive attitudes.	67	33		
7. Home activities in language arts have been designed to be of interest to both students and parents.	83	17		
8. If possible, I would like to participate in the Home Visitation Program again next year.	83		17	

* Source: Home Visitation Inventory - Reading Resource

TABLE 43

Percent Response Configuration Toward Home Visitors by School Administrators *

Item	Response Percentage											
	Cult. Lang./Reading				Reading Resource				TESOL			
	SA	A	D	SD	SA	A	D	SD	SA	A	D	SD
1. The Home Visitation Program has been helpful in communicating with parents.	25	75			40	60			33	67		
2. The goals and objectives of the Home Visitation Program have been adequately presented to target school administrators.	25	75			40	60			33	67		
3. Home Visitation Program activities have helped parents in participating in school programs and activities.	13	75	12		20	80				100		
4. The Home Visitation Program television series, "Window to Our World", has been beneficial in communicating the school program to the home.	25	75			20	80			33	67		
5. Feedback from the Home Visitation Program has been helpful in determining needs of students.	25	75				100				100		
6. In general, the Home Visitation Program has been effective in my school.	25	75				100				100		

Table 43
(continued)

Item (continued)	Response Percentage											
	Cult. Lang./Reading				Reading Resource				TESOL			
	SA	A	D	SD	SA	A	D	SD	SA	A	D	SD
7. In general, the teachers in my school have been positive toward the Home Visitation Program.	12	88				100				100		
8. If possible, I would like to see my school participate in the Home Visitation Program again next year.	38	63			40	60			33	67		

* Source: Home Visitation Program - Administrator Inventory

Data Analysis - Objective 4

The Home Visitation Program Television Series Questionnaire was administered to community members during April of the project year. Data were summarized by item with the percentage of the favorable and unfavorable responses being calculated. Table 44 presents these data.

Performance Objective 4

By the end of the project year community members will demonstrate positive attitudes toward the Home Visitation Program by attaining an average positive response of 80 per cent or greater on the Home Visitation Program Television Series Questionnaire.

Conclusion

Although three items on the Home Visitation Program Television Series Questionnaire fell below the 80 per cent positive response, Performance Objective 4 was considered achieved.

Data Analysis - Objective 5

Community members responded to the FLASH V Project Community Survey during May of the project year. Data were recorded for each item. Table 45 presents the data.

Performance Objective 5

By the end of the project year, community members will demonstrate positive attitudes toward the FLASH V Project

TABLE 44

**Percent Favorable Response of Parents Toward
the FLASH V Television Series ***

Item	Response Percentage	
	Yes	No
1. My child really enjoys "Window to Our World".	93	7
2. "Window to Our World" is on at good times during the week.	83	17
3. Many times, the activities on "Window to Our World" are hard to follow.	45	55
4. "Window to Our World" has helped me to know more ways to help my child learn.	84	16
5. My child enjoys the characters on "Window to Our World."	92	8
6. The television activities take too much of my time.	65	35
7. The extra activities given my child by the home visitor are very helpful in adding to the television activities.	92	8
8. "Window to Our World" is usually seen more than one time each week by either my child or me.	73	27

* Source: Home Visitation Program Television Series Questionnaire

TABLE 45

Percent Favorable Response of Members of the Community
Toward FLASH V and Educational Opportunities
for Children *

Item	Response Percentage	
	Yes	No
1. I have been told about the FLASH Program by teachers or other persons at the school.	100	
2. I know about the FLASH Home Visitation Program.	100	
3. I feel comfortable with teachers and other school people.	97	3
4. I have heard about the FLASH Program on television.	92	8
5. I know about the special FLASH reading program using readers about Guam.	97	3
6. I am glad my child is in a school that has special programs for Guam students.	100	
7. I have read newsletters from the schools about the FLASH Program.	97	3
8. I have heard about the reading resource classes provided in the school by the FLASH Program.	100	
9. I have heard about the TESOL classes provided in the school by the FLASH Program.	95	5
10. I believe that having the FLASH Program in the school will help my child(ren).	100	

* Source: FLASH V Project Community Survey

by attaining an average positive response of 80 per cent or greater on the FLASH V Project Community Survey.

Conclusion

Each item received a positive response of 80 per cent or greater. Thus, it is concluded that the objective was attained.

Data Analysis - Objective 6

The Paraprofessional In-Service Training Attitude Scale was administered to the participants attending each in-service training session. The per cent positive response was calculated five to seven times during the 1974-75 project year. Tables 46, 47, 48, 49, 50 and 51 report the data.

Performance Objective 6

By the end of each training session, paraprofessional participants will demonstrate positive attitudes toward the in-service training by attaining an average positive response of 80 per cent or greater on the Paraprofessional In-Service Training Attitude Scale.

Conclusion

The per cent positive response for each session for each component exceeded the 80 per cent positive proficiency level, thus attaining Performance Objective 6.

Data Analysis - Objective 7

Classroom teachers rated each paraprofessional on the Paraprofessional Rating Form during May of the project year.

TABLE 46

Percent Positive Response of In-Service Training by Paraprofessional Participants
(Teacher Aide - Grade 2 - Reading Resource) *

Item	Percent Positive Response				
	12/16	1/13	2/23	3/10	4/4
1. Was it informative?	100	100	100	100	100
2. Was it interesting?	100	100	100	100	100
3. Do you feel it was worth your time?	100	100	100	100	100
4. Did you gain new knowledge and understanding?	100	100	100	100	100
5. Do you feel it will help you in your school this year?	100	100	100	100	100
6. Do you feel comfortable with the group?	100	100	100	100	100
7. Do you feel able to ask questions?	100	100	100	100	100
8. Was there enough time for discussion?	100	100	100	100	100
9. Was the training room comfortable?	100	100	100	100	100
10. Do you feel you are an important part of the FLASH team?	100	100	100	100	100

* Source: Paraprofessional In-Service Training Attitude Scale

TABLE 47

Percent Positive Response of In-Service Training by Paraprofessional Participants
(Teacher Aide - Grade 3 - Reading Resource) *

Item	Percent Positive Response						
	10/21	11/18	12/30	1/13	2/10	3/17	4/21
1. Was it informative?	100	100	100	100	100	100	100
2. Was it interesting?	100	100	100	100	100	100	100
3. Do you feel it was worth your time?	100	100	100	100	100	100	100
4. Did you gain new knowledge and understanding?	100	100	100	100	100	100	100
5. Do you feel it will help you in your school this year?	100	100	100	100	100	100	100
6. Do you feel comfortable with the group?	100	100	100	100	100	100	100
7. Do you feel able to ask questions?	100	80	100	100	100	100	100
8. Was there enough time for discussion?	100	100	100	100	100	100	100
9. Was the training room comfortable?	100	100	100	100	100	100	100
10. Do you feel you are an important part of the FLASH team?	100	100	100	100	100	100	100

* Source: Paraprofessional In-Service Training Attitude Scale

TABLE 48

Percent Positive Response of In-Service Training by Paraprofessional Participants
(Home Visitors - Grade 2 - Reading Resource) *

Item	Percent Positive Response					
	11/25	12/23	1/27	2/24	3/24	4/28
1. Was it informative?	100	100	100	100	100	100
2. Was it interesting?	100	100	100	100	100	100
3. Do you feel it was worth your time?	100	100	100	100	100	100
4. Did you gain new knowledge and understanding?	100	100	100	100	100	100
5. Do you feel it will help you in your school this year?	100	100	100	100	100	100
6. Do you feel comfortable with the group?	100	100	100	100	100	100
7. Do you feel able to ask questions?	100	100	100	100	100	100
8. Was there enough time for discussion?	100	100	100	100	100	100
9. Was the training room comfortable?	100	100	100	100	100	100
10. Do you feel you are an important part of the FLASH team?	100	100	100	100	100	100

* Source: Paraprofessional In-Service Training Attitude Scale

TABLE 49

Percent Positive Response of In-Service Training by Paraprofessional Participants
(Home Visitors - Grade 3 - Reading Resource) *

Item	Percent Positive Response					
	11/25	12/23	1/12	2/24	3/24	4/28
1. Was it informative?	100	100	100	100	100	100
2. Was it interesting?	100	100	100	100	100	100
3. Do you feel it was worth your time?	100	100	100	100	100	100
4. Did you gain new knowledge and understanding?	100	100	100	100	100	100
5. Do you feel it will help you in your school this year?	100	100	100	100	100	100
6. Do you feel comfortable with the group?	100	100	100	100	100	100
7. Do you feel able to ask questions?	100	100	100	100	100	100
8. Was there enough time for discussion?	100	100	100	100	100	100
9. Was the training room comfortable?	100	100	100	100	100	100
10. Do you feel you are an important part of the FLASH team?	100	100	100	100	100	100

* Source: Paraprofessional In-Service Training Attitude Scale

TABLE 50
Percent Positive Response of In-Service Training by Paraprofessional Participants
(Teacher Aide - TESOL) *

Item	Percent Positive Response						
	10/29	11/25	12/30	1/27	2/10	3/17	4/14
1. Was it informative?	100	100	100	100	100	100	100
2. Was it interesting?	100	100	100	100	100	100	100
3. Do you feel it was worth your time?	100	100	100	100	100	100	100
4. Did you gain new knowledge and understanding?	100	100	100	100	100	100	100
5. Do you feel it will help you in your work this year?	100	100	100	100	86	100	100
6. Do you feel comfortable with the group?	100	100	100	100	100	100	100
7. Do you feel able to ask questions?	100	100	100	100	100	100	100
8. Was there enough time for discussion?	87	100	100	100	100	100	100
9. Was the training room comfortable?	100	100	100	100	100	100	100
10. Do you feel you are an important part of the FLASH team?	100	100	100	100	100	100	100

* Source: Paraprofessional In-Service Training Attitude Scale

TABLE 51
Percent Positive Response of In-Service Training by Paraprofessional Participants
(Home Visitors - TESOL) *

Item	Percent Positive Response						
	10/15	11/25	12/30	1/27	2/24	3/17	4/28
1. Was it informative?	100	100	100	100	100	100	100
2. Was it interesting?	100	100	100	100	100	100	100
3. Do you feel it was worth your time?	100	100	100	100	100	100	100
4. Did you gain new knowledge and understanding?	100	100	100	100	100	100	100
5. Do you feel it will help you in your school this year?	100	100	100	100	86	100	100
6. Do you feel comfortable with the group?	100	100	100	100	100	100	100
7. Do you feel able to ask questions?	100	100	100	100	100	100	100
8. Was there enough time for discussion?	87	100	100	100	100	100	100
9. Was the training room comfortable?	100	100	100	100	100	100	100
10. Do you feel you are an important part of the FLASH team?	100	100	100	100	100	100	100

* Source: Paraprofessional In-Service Training Attitude Scale

Each item on the scale was ranked from 0 to 4 with 4 representing the highest degree of attainment. See Tables 52 and 53 for the data.

Performance Objective 7

By the end of the project year, FLASH V paraprofessionals will apply the skills and concepts presented in the in-service training sessions by attaining an average rating of 80 per cent or greater by their respective classroom teachers on the Paraprofessional Rating Form (Teacher Aides/Home Visitors).

Conclusion

Teacher Aides (Table 52) attained an average rating of 80 per cent or greater by their respective classroom teachers in the Cultural Language and Reading Program on all items except Item 3. Teacher Aides in the Reading Resource component received an average rating of 80 per cent on all items. TESOL Teacher Aides received an average rating of 80 per cent on all items except numbers 5, 6, 9, 12, 18 and 19.

Home Visitors (Table 53) in the Cultural Language and Reading component attained favorable rating (80 per cent or greater) on all but seven items (numbers 1, 2, 3, 4, 6, 10, and 11). For the Reading Resource component, Home Visitors received a favorable rating on all items. Home Visitors in the TESOL program received a favorable rating on all items except Items 6, 11, 13, 14, 16, and 20.

Over-all, it appears that Performance Objective 7 was attained in spite of mixed reactions to certain items. Some

TABLE 52
Percent Response Configuration Toward Teacher Aides by Teachers in the FLASH V Program *

Item	Response Percentage		
	Cult. Lang./Reading	Reading Resource	TESOL
1. Rate the extent to which the aide is punctual and considerate of the time element involved in classroom organization.	high / 87/12/ / / / low	high / 57/36/ 7/ / / low	high / 66/17/ /17/ / low
2. Rate the extent to which the aide is punctual in meeting commitments, arrival, reports, assignments.	high / 50/50/ / / / low	high / 72/21/ 7/ / / low	high / 33/50/ / /17/ low
3. Rate the extent to which the aide is consistent in attendance.	high / 37/37/12/ / / low	high / 72/21/ 7/ / / low	high / 33/50/ / /17/ low
4. Rate the extent to which the aide is punctual in arriving to work on time.	high / 87/12/ / / / low	high / 64/22/ 7/ 7/ / low	high / 83/ / / /17/ low
5. Rate the extent to which the aide respects and adheres to school program rules and regulations.	high / 75/12/12/ / / low	high / 79/14/ 7/ / / low	high / 67/ /33/ / / low
6. Rate the extent to which the aide accepts changes in assignments.	high / 75/25/ / / / low	high / 64/29/ 7/ / / low	high / 33/17/50/ / / low

Item (continued)

Table 52 (continued)

Response Percentage

	Cult. Lang./Reading	Reading Resource	TESOL
7. Rate the extent to which the aide is able to change to new and different circumstances.	high / 75/25/ / / / low	high / 72/21/ 7/ / / low	high / 50/33/17/ / / low
8. Rate the extent to which the aide is willing to ask for clarification of things not understood.	high / 62/37/ / / / low	high / 79/ 7/ 7/ 7/ / low	high / 33/50/17/ / / low
9. Rate the extent to which the aide follows instructions and directions.	high / 75/25/ / / / low	high / 72/14/14/ / / low	high / 67/ / / / / low
10. Rate the extent to which the aide accepts worthwhile suggestions.	high / 87/13/ / / / low	high / 72/14/14/ / / low	high / 83/17/ / / / low
11. Rate the extent to which the aide knows how and when to refer problems to proper authority.	high / 62/25/ / / / low	high / 86/ 7/ 7/ / / low	high / 66/17/17/ / / low
12. Rate the aide on her confidence in herself and her ability to deal with children.	high / 75/25/ / / / low	high / 64/22/14/ / / low	high / 50/50/ / / / low
13. Rate the extent to which the aide is consistent in her attitude and behavior toward children.	high / 62/37/ / / / low	high / 72/22/ 6/ / / low	high / 67/33/ / / / low

Table 52 (continued)

Item (continued)

Response Percentage

	Cult. Lang./Reading	Reading Resource	TESOL
14. Rate the extent to which the aide is interested in helping pupils to progress.	high / 87/12/ / / / low	high / 86/ 7/ 7/ / / low	high / 100/ / / / / low
15. Rate the extent to which the aide is able to get the attention of the children (and not make demands, use sarcasm, scream, or ridicule them).	high / 62/37/ / / / low	high / 64/22/14/ / / low	high / 81/17/ / / / low
16. Rate the extent to which the aide is attentive to the children when they speak to her.	high / 87/12/ / / / low	high / 71/22/ 7/ / / low	high / 83/17/ / / / low
17. Rate the aide to the extent to which she likes the children.	high / 75/25/ / / / low	high / 93/ 7/ / / / low	high / 83/17/ / / / low
18. Rate the extent to which the aide does extra work.	high / 75/12/12/ / / low	high / 79/14/ 7/ / / low	high / 67/ /33/ / / low
19. Rate the extent to which the aide complies with requests without special reminding.	high / 75/12/12/ / / low	high / 72/14/14/ / / low	high / 67/ /33/ / / low
20. Rate the aide's effectiveness in working with groups of children.	high / 75/25/ / / / low	high / 64/29/ 7/ / / low	high / 50/33/17/ / / low

Table 52 (continued)

Item (continued)

Response Percentage

	Cult. Lang./ Reading	Reading Resource	TESOL
21. Rate the aide's effectiveness in working with individual students.	high / 75/25/ / / / low	high / 72/21/ 7/ / / low	high / 100/ / / / / low
22. Rate the aide's social acceptance by his/her fellow workers.	high / 87/12/ / / / low	high / 72/21/ 7/ / / low	high / 57/43/ / / / low
23. Rate the overall effect the aide has had in implementing the educational program in your classroom.	high / 75/12/12/ / / low	high / 86/ 7/ 7/ / / low	high / 83/14/ 3/ / / low
24. Rate the extent to which the teacher aide is capable of working with parents.	high / 37/37/12/ / / low	high / 67/33/ / / / low	high / 50/43/ / / 7/ low
25. Rate the extent to which the teacher aide is persistent in striving for improvement.	high / 75/25/ / / / low	high / 79/14/ 7/ / / low	high / 100/ / / / / low

* Source: Paraprofessional Rating Form - Teacher Aides

TABLE 53
Percent Response Configuration Toward Home Visitors by Teachers in the FLASH V Program *

Item	Response Percentage		
	Cult. Lang./Reading	Reading Resource	TESOL
1. Rate the extent to which the home visitor understands the purpose of the program.	high / 67/ / 33/ / / low	high / 60/20/20/ / / low	high / 100/ / / / / low
2. Rate the extent to which the home visitor displays interest in the program.	high / 67/ / / / 33/ low	high / 100/ / / / / low	high / 33/67/ / / / low
3. Rate the extent to which the home visitor accepts the responsibilities of the program.	high / 67/ / / / 33/ low	high / 80/20/ / / / low	high / 67/33/ / / / low
4. Rate the extent to which the home visitor is punctual in meeting commitments, reports, assignments.	high / 67/ / / 33/ / low	high / 80/20/ / / / low	high / 33/67/ / / / low
5. Rate the extent to which the home visitor is punctual and considerate of the time element involved in classroom organization.	high / 100/ / / / / low	high / 80/20/ / / / low	high / 67/33/ / / / low

Table 53 (continued)

Item (continued)

Response Percentage

	Cult. Lang./Reading	Reading Resource	TESOL
6. Rate the extent toward which the home visitor is punctual in adhering toward the visitation schedule.	high / 67/ / / / 33/ low	high / 60/20/20/ / / low	high / 33/33/33/ / / low
7. Rate the extent toward which the home visitor is capable of implementing the program.	high / 100/ / / / / low	high / 60/40/ / / / low	high / 33/67/ / / / low
8. Rate the extent toward which the home visitor is capable of working with parents.	high / 100/ / / / / low	high / 100/ / / / / low	high / 67/33/ / / / low
9. Rate the extent toward which the home visitor is capable of working with children.	high / 100/ / / / / low	high / 80/20/ / / / low	high / 67/33/ / / / low
10. Rate the extent to which the home visitor respects and adheres to the program schedules and regulations.	high / 67/ / / 33/ / low	high / 60/40/ / / / low	high / 100/ / / / / low
11. Rate the extent toward which the home visitor provides feedback information to the teacher.	high / 67/ / / 33/ / low	high / 60/40/ / / / low	high / / 67/33/ / / low

Table 53 (continued)

Item (continued)

Response Percentage

	Cult. Lang./Reading	Reading Resource	TESOL
12. Rate the extent toward which the home visitor communicates freely with the teacher.	high /100/ / / / / low	high /100/ / / / / low	high / 67/33/ / / / low
13. Rate the extent toward which the home visitor follows instructions and directions.	high /100/ / / / / low	high / 80/20/ / / / low	high / 67/ /33/ / / low
14. Rate the extent toward which the home visitor knows how to cope with critical incidents.	high / 67/33/ / / / low	high / 40/40/ / /20/ low	high / 67/ /33/ / / low
15. Rate the extent toward which the home visitor knows how and when to refer problems.	high /100/ / / / / low	high / 40/40/ / /20/ low	high / 67/33/ / / / low
16. Rate the extent toward which the home visitor is willing to ask for clarification of things not understood.	high /100/ / / / / low	high / 80/ /20/ / / low	high / 67/ /33/ / / low
17. Rate the extent toward which the home visitor adjusts to the school environment as part of the faculty.	high /100/ / / / / low	high / 40/60/ / / / low	high / 67/33/ / / / low

Item (continued)

Table 53 (continued)
Response Percentage

	Cult. Lang./Reading	Reading Resource	TESOL
18. Rate the extent toward which the home visitor is persistent in striving for improvement.	high /100/ / / / low	high / 60/40/ / / / low	high / 67/33/ / / / low
19. Rate the home visitor's response to an understanding of the classroom program and her role in it.	high /100/ / / / low	high / 60/40/ / / / low	high / 67/33/ / / / low
20. Rate the home visitor's self-confidence and initiative.	high /100/ / / / low	high / 80/20/ / / / low	high / 33/33/33/ / / low
21. Rate the home visitor's dependability.	high /100/ / / / low	high / 80/20/ / / / low	high / 67/33/ / / / low
22. Rate the home visitor's emotional stability and suitability for this type of work.	high /100/ / / / low	high / 80/20/ / / / low	high / 67/33/ / / / low
23. Rate the home visitor's ability to adapt to the teacher's personality and to affect a good working relationship with her.	high /100/ / / / low	high /100/ / / / low	high / 67/33/ / / / low

Table 53 (continued)

Item (continued)	Response Percentage		
	Cult. Lang./Reading	Reading Resource	TESOL
24. Rate the home visitor's willingness and ability to assume the expected degree of responsibility in this position.	high /100/ / / / low	high /100/ / / / low	high / 67/33/ / / low
25. Rate the home visitor's presentation as a representative of the school and the program.	high /100/ / / / low	high / 80/20/ / / low	high / 67/33/ / / low

* Source: Paraprofessional Rating Form - Home Visitors

of the widest variations in attitude are documented in Table 53 (Home Visitors) with a little less variation in Table 52 (Teacher Aides).

Data Analysis - Objective 8

Target school principals responded to the Administrator Inventory - Paraprofessionals during May of the project year. Percentage responses by each principal to each item were added and an average percentage response to each item recorded. Table 54 presents the data.

Performance Objective 8

By the end of the project year, target school principals will demonstrate positive attitudes toward the FLASH V paraprofessionals by attaining an average positive response of 80 per cent or greater on the Administrator Inventory - Paraprofessionals.

Conclusion

Over-all Performance Objective 8 was attained. The objective was not attained on Items 3 and 4 pertaining to paraprofessionals in the Cultural Language and Reading component.

TABLE 54
Response Percentage Configuration of Administrators Toward the Services
and Use of Paraprofessionals *

Item	Response Percentage											
	Cult. Lang./Read.				Reading Resource				TESOL			
	SA	A	D	SD	SA	A	D	SD	SA	A	D	SD
1. In general, the employment of paraprofessional staff in the FLASH Project has been effective in my school.	22	78			25	75			50	50		
2. The use of paraprofessionals in classroom activities has helped classroom teachers.	33	67			100				25	75		
3. The goals and objectives of the use of paraprofessionals have been adequately presented to target school administrators.	11	67	22		50	50			100			
4. In general, the classroom teachers in my school have been positive toward the paraprofessionals provided by the FLASH Project.	22	56	22		100				25	75		
5. The paraprofessionals assigned to my school are effective in working with students.	22	78			100				25	75		

Table 54 (continued)

Item (continued)

Response Percentage

	Cult. Lang./Read.				Reading Resource				TESOL			
	SA	A	D	SD	SA	A	D	SD	SA	A	D	SD
6. The most important role of the paraprofessionals is to provide instructional support in working with students.	33	67			100				100			
7. The home visitors provided by the FLASH Project have been effective in communicating with parents.	11	89			50	50			100			
8. If possible, I would like to see the continued employment of the FLASH Project paraprofessionals in my school next year.	44	56			100				25	75		

* Source: Administrator Inventory - Paraprofessionals

PROCESS OBJECTIVES

Data Analysis - Objectives 1-6

Home Visitors logged daily the number of hours per day spent in planning, plus parent instruction, in-service training, material preparation and scheduling of home visits. These data were averaged monthly by project. A summary of average daily time for home visitation supportive activities is found in Table 55.

Process Objectives 1-6

1- During the project year, the home visitors will plan instructional activities with the teacher on Monday and Friday of each week as documented by copies of activity plans on file in the consultants' office.

2- During the project year, the home visitors will instruct parents in presenting activity plans during each home visitation (once per month per pupil) as evidenced by the Home Visitor Monthly Monitoring Report.

3- During the project year, the home visitors will participate in teacher-directed training as scheduled for home presentations each week as evidenced by the Home Visitor Monthly Monitoring Report.

4- During the project year, the home visitors will prepare materials for home and classroom activities on Monday

PROCESS OBJECTIVES

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Home Visitors logged daily the number of hours per day spent in planning, plus parent instruction, in-service training, material preparation and scheduling of home visits. These data were averaged monthly by project. A summary of average daily time for home visitation supportive activities is found in Table 55.

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2- During the project year, the home visitors will instruct parents in presenting activity plans during each home visitation (once per month per pupil) as evidenced by the Home Visitor Monthly Monitoring Report.

3- During the project year, the home visitors will participate in teacher-directed training as scheduled for home presentations each week as evidenced by the Home Visitor Monthly Monitoring Report.

4- During the project year, the home visitors will prepare materials for home and classroom activities on Monday

TABLE 55

Average Daily Time for Home Visitation Supportive
Activities in Cultural Language/Reading, Reading
Resource, and TESOL Components *

Activity	Average Daily Time								
	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May
Planning									
CL/R	30	38	33	42	29	33	28	11	**
RR	12	14	21	19	28	27	30	24	**
TESOL		15	22	11	18	15	14	11	**
Instruct									
Parents									
CL/R		45	31	38	31	31	32	37	**
RR		6	65	141	90	136	119	93	**
TESOL			93	93	105	125	126	56	**
Teacher									
Training									
CL/R	69	50	55	68	56	51	36	105	**
RR	63	129	117	38	75	86	81	109	**
TESOL	13	36	35	16	22	41	27	48	**
Material									
Preparation									
CL/R	32	46	47	49	45	29	23	16	**
RR	69	49	42	83	112	94	93	78	**
TESOL	58	80	76	60	61	60	57	69	**
Schedule Home									
Visits									
CL/R		23	13	15	11	12	16	9	**
RR		11	27	28	19	44	29	24	**
TESOL			8	20	9	12	27	10	**
Complete									
Records									
CL/R	27	42	30	29	29	25	26	23	**
RR	39	38	34	52	81	81	59	47	**
TESOL	11	18	29	19	29	41	47	37	**
Classroom Obs.									
CL/R									
RR									
TESOL									

Table 55
(continued)

Activity (continued)		Average Daily Time							
		Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr. May
Others									
CL/R	67	53	31	50	34	8	11	2	**
RR	171	76	74	47	48	21	15	24	**
TESOL	131	66	53	87	29	11	16	2	**
TOTAL									
CL/R	225	297	240	291	235	189	172	203	
RR	354	323	380	408	453	489	426	399	
TESOL	213	225	316	306	273	305	314	233	

* Source: Monthly Monitoring Forms

** Testing in May

and Friday of each week as documented by copies of the materials on file in the classroom and the Home Visitor Monthly Monitoring Report.

5- During the project year, the home visitors will schedule home visits with the parents as evidenced by the schedule on file in the principals' office, classroom, and the consultants' office, and the Home Visitor Monthly Monitoring Report.

6- During the project year, as scheduled, the home visitors will conduct home visits to instruct parents three days per week (Tuesday, Wednesday, and Thursday) as evidenced by the records of home visitations and the Home Visitor Monthly Monitoring Report.

Conclusion

Process Objectives 1-6 were met as documented by the Monthly Monitoring Form.

Data Analysis - Objective 7

Table 56 presents the total and average frequency of home visitor activity plans submitted.

Process Objective 7

During the project year the home visitors will complete records documenting the activities of the home visitation program in the first, second and third grades as evidenced by the Cultural Language and Reading, Reading Resource and TESOL areas monthly records on file in the consultants' office.

TABLE 56

Total and Average Frequency of Reports Received
from Home Visitation Program **

	Cultural Lang/ Reading		Reading Resource		TESOL	
	Total Yr.	Average Per Mo.*	Total Yr.	Average Per Mo.*	Total Yr.	Average Per Mo.*
Home Visitor Activity Plans	122	15.2	78	9.7	20	2.5
Class Lists	69	8.4	44	5.5	31	3.9
Home Visitation Schedule	63	7.7	34	4.2	22	2.7
Records of Home Visitation	1050	121.2	858	107.2	665	83.1

* Eight months - one month for testing

** Source: Monthly Monitoring Forms

Conclusion

Data in Table 56 provides evidence of Process Objective 7 being attained.

Data Analysis - Objective 8

Home visitors recorded the number of students instructed in the classroom on Mondays and Fridays and number of homes visited on Tuesdays, Wednesdays and Thursdays of each month. Table 57 presents these data.

Process Objective 8

During the project year, the home visitors will instruct students as assigned in the classroom each week as evidenced by the Home Visitor Monthly Monitoring Report and class lists.

Conclusion

Home visitors instructed students both at home and in school. Thus Process Objective 8 was met as documented by the Monthly Monitoring Form.

Data Analysis - Objective 9

Project dissemination activities took place during the 1974-75 ESEA Title I project year. Dissemination materials are on file in the project director's office.

Process Objective 9

During the project year, the Supportive Services Component Coordinator will plan and implement project-level

TABLE 57

Total and Average Frequency of Student Contacts
by Home Visitation Supportive Component **

	Cultural Lang/ Reading		Reading Resource		TESOL	
	Total Year	Average Per Yr.*	Total Year	Average Per Yr.*	Total Year	Average Per Mo.*
Home Visitor Activity Plans	82	10.2	77	9.6	46	5.7
Class Lists	1755	219.4	1064	133.0	788	98.5
Home Visitation Schedule	106	13.2	213	26.6	159	19.9
Records of Home Visitation	67	8.4	42	5.2	32	4.0

* Eight months - one month for testing

** Source: Monthly Monitoring Forms

dissemination activities as documented by the dissemination materials.

Conclusion

On the basis of dissemination materials being on record, this objective was reached.

Data Analysis - Objective 10

During the project year the Supportive Services Component Coordinator was to provide in-service training to paraprofessionals employed by the FLASH V Project. Various records and quarterly reports were made available as a means to resolving the question of whether or not this objective was met.

Process Objective 10

During the project year, the Supportive Services Component Coordinator will provide in-service training to paraprofessionals employed by the FLASH V Project as documented by training schedules, participant lists, and paraprofessional Attitude Scales.

Conclusion

Quarterly reports, lists of participants in in-service training with test scores and a special report completed by Ms. Bernice D. McCarther indicates that this objective was met. A review of a pre evaluation-post evaluation report listing progress of each in-service member further indicates that the in-service program had a desirable impact.

Data Analysis - Objective 11

During the project year the Supportive Services Component Coordinator coordinated health service activities to meet the health needs of FLASH V student participants. Quarterly reports were made available as a means of resolving the question of whether or not this objective was met.

Process Objective 11

During the project year, the Supportive Services Component Coordinator will coordinate health services activities to meet the health needs of ESEA Title I students as documented by project records of health-related referrals, evidence of need, and services provided.

Conclusion

The quarterly reports as submitted by the Supportive Services Component Coordinator document efforts to protect the health of participants and establish health service activities. In addition, the regular Department of Education health service activities were available to these participants. This objective was certainly met.

SUMMARY

From the data gathered by the FLASH V evaluators, it is apparent that the Supportive Service component (1) has been received quite favorably by all concerned; and (2) attained the stated goals of the component.

In terms of the performance objectives for the Home Visitation Program all objectives were attained. Some concern was expressed by parents regarding the utilization of home activities and the television series "Window to Our World". The parents reported that the television series took too much time and was hard to follow.

Overall, the performance objectives of the in-service training of paraprofessionals were attained. Positive attitudes were demonstrated by the teacher aides and home visitors of the three components. As for applying skills and concepts, TESOL paraprofessionals were thought to be weak in several areas: adhering to schedule, attendance, doing extra work, following instructions, and asking for clarification. The home visitors in the Cultural Language and Reading Program were judged weak in the following areas: understanding program, interest in program, accepting responsibility, adhering to school regulations, and attendance at meetings.

As documented by the data, all process objectives were achieved. Dissemination objectives were also met.

CHAPTER 6

ON-SITE VISITATION

Purpose

The on-site visitation was designed to determine whether or not indicators of desirable pupil-teacher behavior, classroom settings conducive to learning, and meaningful curricular activities were present in the FLASH program. It was also designed to elicit reactions from administrators of the schools involved in the project and from teachers who were assigned to teach either TESOL, Guam Readers or in Reading Resource. The maximum presence of indicators of program excellence was assumed to mean high effectiveness of the program.

Schools and Classrooms

Seventeen elementary schools were visited of which fifteen were public and two parochial. Visitation plans included two visits at each school. The first day was devoted to classroom observation and the next day to conferences with the building principal and program teachers.

The schools included during the visitations were the Carbullido Elementary School, Inarajan Elementary School, P.C. Lujan Elementary School, Yona Elementary School, San Miguel Elementary School, Talofoto Elementary School, Merizo Elementary School, Taitano Elementary School, Chalan Pago-Ordot Elementary School, Price Elementary School, F.Q. Sanchez Elementary School, San

Vicente School (parochial), Santa Barbara (parochial), Ulloa Elementary School, and Agat Elementary School.

Nine TESOL classrooms were observed and the same number of teachers of the program interviewed. One teacher served four non-public schools. The following constituted the TESOL participating schools: Carbullido, Yona, San Miguel, Taitano, Chalan Pago-Ordot, Price, Santa Barbara, Ulloa and Agat.

On-site visitations and/or observations were accomplished in sixteen Reading Resource classrooms including one from a non-public school. Conferences with Reading Resource teachers were done individually. The Reading Resource classes were located in the following schools: Carbullido Elementary School, P.C. Lujan Elementary School, San Miguel Elementary School, Taitano Elementary School, Price Elementary School, Sanchez Elementary School, Torres Elementary School, Ulloa Elementary School and San Vicente School. The other classrooms were at the elementary schools in Inarajan, Yona, Talofofo, Merizo, Chalan Pago-Ordot and Agat.

The Guam Readers program was implemented in all above mentioned target schools except Price Elementary, Sanchez Elementary, Chalan Pago-Ordot, Taitano Elementary, Torres Elementary and the parochial schools. The interview with the Guam Readers program teachers occurred before or after the classroom observations.

Factors, Behaviors and Atmosphere

The purpose of the classroom visitation was to observe the following indicators of program excellence:

1. Physical/environmental atmosphere
2. Activities
3. Evidence of planning
4. Psychological atmosphere
5. Availability of project supplies
6. Use of project materials
7. Availability of teacher aide
8. Utilization of teacher aide
9. Pupil participation
10. Presence of project equipment

Specifically, the classroom observation sought to answer the following questions based on the indicators above:

1. Is the environmental setting conducive to learning?
2. Are teacher and pupil activities related to the goals and objectives of the project?
3. Do teachers' activities show signs of planning and are reflected on the lessons as planned?
4. Does student behavior show signs of having a positive attitude toward the teacher, teacher aide, and project activities?
5. Are materials related to the project available?
6. Are materials related to the project used?
7. Are teacher aides available and present?
8. Are the teacher aides utilized?
9. Do pupils show participation and maintained interest in the lesson?
10. Is equipment available and utilized?

The conferences with teachers sought to elicit information from them concerning the following factors:

1. Goals of the project
2. Planning of the project.
3. Assistance and supervision received
4. Supplies and materials furnished
5. Pre-program and periodic training
6. Communication with the Project Director
7. Teacher aide supervision

The information solicited from the building principal pertain to his reaction to the goals of the project, planning involvement, consultation with the Project Director, line of communication, and pre-program and periodic program training involvement.

The conferences were carried out in such a way that the respondents felt free to express their own reactions. The interviewer/observers assured the teachers and principals anonymity and gave assurances that no personal evaluation was intended.

Scaling Procedure

A rating scale was used to determine the quantity as well as the quality of the various indicators previously mentioned.

The values of the scale were represented in terms of three gradations: H for high indication; L for minimum or low indication; N for negligible or no evidence.

PRESENTATION OF THE DATA

The on-site visitation and conference results are presented in Tables 58 through 64. The data were statistically analyzed to determine whether or not the rating distribution of each indicator for all schools was significant.

The TESOL Program rating for each school is shown in Table 58.

Indicator #1 (Phy/Env Atmos.) pertaining to the classroom setting shows a total of nine schools with which five were rated as high and four low.

Indicator #2 (Activities) and #3 (Planning) manifested in the TESOL program reflect a maximum points of nine high commensurate with the number of classrooms.

The psychological atmosphere indicated in #4 presents a rating of eight high and one low.

Indicator #5 on the presence and/or availability of project supplies is shown to receive five high and four low points.

Indicator #6 on the utilization of project materials reflects a rating of four high points, four low points and one with negligible evidence.

Indicator #7 concerning the availability of teacher-aides appears to have nine high points.

Indicator #8 on utilization of teacher aide is shown with six and three high and low points respectively.

TABLE 58

TESOL CLASSROOM RATINGS BY SCHOOLS

SCHOOLS	INDICATORS									
	Phy./Env. Atmos.	Activi- ties	Plan- ning	Psych. Atmos.	Avail. Sup.	Use of Mat.	Avail. Teach.	Use A. Teach.	Pupil A. Part.	Pres. Equip.
Carbullido	H	H	H	H	L	L	H	H	H	L
Yona (M.U. Lujan)	H	H	H	H	L	H	H	H	H	L
San Miguel	L	H	H	H	L	H	H	H	H	H
Taitano	H	H	H	H	H	L	H	H	H	H
Chalan Pago	H	H	H	H	L	L	H	L	H	H
Price	L	H	H	H	H	N	H	H	H	H
Santa Barbara	L	H	H	L	H	H	H	L	H	H
Ulloa	H	H	H	H	H	L	H	H	H	L
Agat	L	H	H	H	H	H	H	L	H	H
TOTALS										
H	5	9	9	8	5	4	9	6	9	6
L	4	0	0	1	4	4	0	3	0	3
N	0	0	0	0	0	1	0	0	0	0

Pupil participation listed as indicator #9 records nine high points for all participating schools.

Indicator #10 (Presence of Equipment) shows six classrooms rated as high and three as low.

As pointed out previously, the Reading Resource program involved fifteen schools and fifteen teachers. Table 59 represents the results of the on-site classroom visitation.

As shown in the table, indicator #1 (Phy/Env Atmos.) shows fifteen schools of which eleven were rated high and four low.

Indicator #2 (Activities) has thirteen schools with high rating, one low and one negligible.

On consistency of activity and planning designated as indicator #3, all of the fifteen schools were recorded as high.

Indicator #4 (Psych. Atmos.) registered twelve classrooms with high rating, two low and one with no evidence.

For indicator #5 (Avail. Sup.) eleven schools were rated high, two low and two negligible.

Twelve schools out of the fifteen were rated high, two low and one no evidence on indicator #6 (Use of Mat.).

For indicator #7 (Avail. Teach. A.) thirteen schools were found high, one low and one with negligible evidence.

On indicator #8 (Use of Teach. A.) fourteen schools were recorded with a high rating and one school rated as negligible.

Indicator #9 (Pupil Part.) shows all fifteen schools rated as high.

TABLE 59

READING RESOURCE RATINGS BY SCHOOLS

SCHOOLS	INDICATORS									
	Phy./Env. Atmos.	Activi- ties	Plan- ning	Psych. Atmos.	Avail. Sup.	Use of Mat.	Avail. Teach A.	Use Teach.A.	Pupil Part.	Pres. Equip.
Carbullido	L	H	H	H	H	H	H	H	H	H
Inarajan	H	H	H	H	H	H	H	H	H	H
P.C. Lujan	L	H	H	L	H	H	H	H	H	H
Tona	H	L	H	H	H	H	H	H	H	H
San Miguel	L	H	H	N	N	H	L	H	H	H
Talofofo	H	H	H	H	H	L	H	H	H	H
Merizo	H	H	H	H	H	H	H	H	H	H
Taitano	H	H	H	H	H	H	H	H	H	H
Chalan Pago	H	H	H	H	H	H	H	H	H	H
Price	L	H	H	H	H	H	H	H	H	H
Sanchez	H	H	H	L	L	H	H	H	H	H
Torres	H	H	H	H	L	L	H	H	H	L
San Vicente	H	N	H	H	N	N	N	N	H	N
Ulloa	H	H	H	H	H	H	H	H	H	H
Agat	H	H	H	H	H	H	H	H	H	H
H	11	13	15	12	11	12	13	14	15	13
TOTALS L	4	1	0	2	2	2	1	0	0	1
N	0	1	0	1	2	1	1	1	0	1

Indicator #10 (Presence Equip.) presents thirteen schools with high rating, two with low, and one with no evidence.

Guam Readers

The Guam Readers Program as previously stated is carried on in nineteen classes involving nine schools. An observer visited each classroom and in some instances a team of two did the observations.

Table 60 presents the observers' rating of the Guam Readers classes.

Indicator #1 involved environmental atmosphere shows a total of nineteen classrooms. Sixteen were rated high, three low and one was rated as having no evidence.

Indicator #2 (Activities) related project activity with project goals showed sixteen high ratings, three low ratings.

Indicator #3 (Planning) represented thirteen high points, five low points and one negligible point regarding activity planning.

Psychological atmosphere was represented by a rating of eleven high points and eight low points in indicator #4.

Indicator #5 concerning the availability of project supplies appears to have seven high ratings, ten low ratings and two no evidence ratings.

Indicator #6 (Use of Mat.) had a high point rating of twelve, a low point rating of four and a negligible rating of three with regard to use of project supplies.

TABLE 60

GUAM READERS CLASS RATINGS BY SCHOOLS

SCHOOLS	R O O M	INDICATORS									
		Phy./Env. Atmos.	Activi- ties	Plan- ning	Psych. Atmos.	Avail. Sup.	Use of Mat.	Avail. Teach. A.	Use Teach. A.	Pupil Part.	Pres. Equip.
Carbullido	A	H	L	H	H	L	L	L	L	H	H
	B	H	H	H	H	L	N	H	L	H	L
Inarajan	A	H	H	H	H	L	H	H	H	H	L
	B	H	H	H	H	L	H	H	H	H	L
P.C. Lujan	A	H	H	L	L	L	H	H	H	L	L
	B	H	H	L	L	L	H	H	L	L	L
M.U. Lujan	A	L	H	H	L	L	H	H	H	H	H
	B	N	H	H	L	L	L	H	N	L	L
San Miguel	A	H	H	H	L	L	N	H	H	H	H
	B	H	H	L	L	N	N	H	H	H	H
Talofofo	A	H	H	H	H	H	H	H	H	H	H
	B	H	H	H	H	L	L	H	H	H	H
Merizo	A	H	L	N	L	H	H	N	N	L	N
	B	H	L	L	L	H	H	H	H	H	L
Ulloa	A	H	H	L	H	H	H	H	H	L	H
	B	H	H	H	H	H	H	H	H	H	H
	C	H	H	H	H	H	H	H	H	H	H
Agat	A	H	H	H	H	H	H	H	H	H	H
	B	L	H	H	H	N	L	H	H	H	L
TOTALS	H	16	16	13	11	7	12	17	14	14	10
	L	2	3	5	8	10	4	1	3	5	8
	N	1	0	1	0	2	3	1	2	0	1

Indicator #7 showing the availability of teacher aides records seventeen high points, one low point and one point for no evidence.

Indicator #8 on utilization of teacher aides indicated a high rating of fourteen, a low rating of three and two no evidence ratings.

Indicator #9 listed as pupil participation was rated with fourteen high points and five low points.

Equipment and equipment maintenance as indicator #10 was rated with ten high points, eight low points and one point for no evidence.

TESOL Teacher Conference

The TESOL teacher interviews were designed to solicit information to ascertain the teacher's reaction to the following factors: (1) their awareness of the project goals, (2) involvement in the planning of the program, (3) outside assistance received, (4) sufficiency of project materials furnished, (5) training received before and during the project implementation, (6) communication with the Project Director, and (7) teacher aide supervision. These factors for the purpose of the report are called indicators. Table 61 contains the results of the conferences.

As shown, indicator #1 (Awareness of goals) has nine teachers rated high which is the total number of teachers interviewed.

TABLE 61

TESOL TEACHERS INFORMATION RATING BY SCHOOLS

SCHOOLS		INDICATORS						
		Awareness Goals	Plan- ning	Assis- tance	Proj. Mat.	Train- ing	Commun- ication	T.A. Super.
Carbullido		H	H	L	L	L	N	H
Yona		H	H	H	L	H	H	L
San Miguel		H	L	H	L	H	N	H
Taitano		H	H	H	H	L	H	H
Chalan Pago		H	H	L	H	H	N	H
Price		H	H	H	H	L	H	H
Santa Barbara		H	H	H	L	H	H	H
Ulloa		H	H	H	H	H	H	L
Agat		H	N	N	H	L	H	H
TOTALS	H	9	7	6	5	5	6	7
	L	0	1	2	4	4	0	2
	N	0	1	1	0	0	3	0

For indicator #2 (Planning), seven high, one low and one negligible rating are recorded.

Indicator #3 (Assistance) shows six high, two low and one no evidence.

Indicators #4 (Proj. Mat.) and #5 (Training) present five high and four low ratings each.

Six high and three no evidence are recorded for indicator #6 (Communication).

Indicator #7 (T.A. Super.) is shown with seven high and two low ratings.

Reading Resource Teacher Conference

The conference with the Reading Resource teachers sought to obtain the same information obtained from the TESOL teachers.

Table 62 contains the ratings of the information obtained from the Reading Resource teachers.

All fifteen teachers received a rating of high on the first indicator of goal awareness.

On indicator #2 (Planning) eight schools obtained high rating and seven with low.

Indicator #3 (Assistance) gives a high rating to twelve school teacher's information and three low.

Indicator #4 (Proj. Mat.) is shown with nine schools rated high and five low.

Three teachers' information rate high, seven low and five negligible on indicator #5 (Training).

Indicator #6 (Communication) reflects a rating of six high, two low and seven negligible.

TABLE 62

READING RESOURCE TEACHER INFORMATION RATINGS BY SCHOOLS

SCHOOLS	INDICATORS						
	Awareness Goals	Plan- ning	Assis- tance	Proj. Mat.	Train- ing	Commun- ication	T.A. Super.
Carbullido	H	H	H	H	H	H	H
Inarajan	H	N	H	H	N	H	H
P.C. Lujan	H	H	L	L	N	N	H
Yona	H	N	H	H	L	H	H
San Miguel	H	H	L	H	H	L	H
Talofofo	H	H	H	L	L	H	H
Merizo	H	H	H	L	L	L	H
Taitano	H	N	H	H	H	N	H
Chalan Pago Ordot	H	N	H	H	L	N	H
Price	H	H	H	H	N	N	H
Sanchez	H	H	H	N	L	N	H
Torres	H	N	H	L	L	H	H
San Vicente	H	H	L	L	N	H	L
Ulloa	H	N	H	H	L	N	H
Agat	H	N	H	H	N	N	H
TOTALS							
H	15	8	12	9	3	6	14
L	0	7	3	5	7	2	1
N	0	0	0	0	5	7	0

For indicator #7 (T.A. Super.) teacher information regarding teacher aides shows fourteen high and one low.

Guam Reader Teacher Conference

Table 63 represents Guam Readers on-site visitation interviewer - teacher conference results. Sixteen schools are represented by nineteen Guam Reader classroom teachers.

TABLE 63

GUAM READERS TEACHER INFORMATION RATINGS BY SCHOOL

SCHOOLS	Rooms	INDICATORS						
		Awareness Goals	Plan-ning	Assis-tance	Proj. Mat.	Train-ing	Commun-ication	T.A. Super
Carbullido	A	H	L	H	H	H	H	H
	B	H	L	H	H	H	H	H
Inarajan	A	H	N	H	H	L	H	H
	B	L	L	N	N	N	N	L
P.C. Lujan	A	H	L	N	N	L	H	H
	B	N	H	N	L	N	N	H
M.U. Lujan	A	H	L	H	L	N	H	H
	B	H	N	H	L	H	L	H
San Miguel	A	H	N	H	L	H	N	H
	B	H	N	H	H	N	N	H
Talofofo	A	H	N	H	H	H	N	L
	B	H	N	H	H	H	N	L
Merizo	A	H	L	L	H	N	N	H
	B	H	N	L	N	L	N	H
Ulloa	A	H	L	L	L	H	N	H
	B	H	L	H	H	H	N	H
	C	H	L	L	L	L	N	H
Agat	A	H	N	H	L	H	L	H
	B	H	N	H	L	L	N	H
TOTALS	H	17	1	12	8	9	5	16
	L	1	9	4	8	5	2	3
	N	1	9	3	3	5	12	0

Indicator #1 pertaining to project goals showed a high rating of seventeen, one low point and one no evidence point.

Indicator #2 (Planning) was rated nine low points and nine no evidence points for teacher-project planning involvement with one high point recorded.

Indicator #3 on assistance and supervision is shown with twelve high points, four low points and three with no evidence.

Indicator #4 (Proj. Mat.) was rated with eight high points, eight low and three no evidence points with regard to the availability of supplies and materials.

Program Training indicated in #5 appeared to have nine high points, five low points and five negligent ratings.

Indicator #6 was tallied with a high rating of five points, two low points and twelve points representing no evidence in the area of teacher-project director communications.

Indicator #7 posted high point ratings of sixteen high, three low with teacher aide supervision.

Conferences With Project Principals

Conferences with principals were conducted at sixteen schools; each principal was asked to respond to five indicators. Response ratings included all three projects, i.e. TESOL, Reading Resource and Guam Readers. Indicators were (1) understands goals of the project, (2) Principal involved in project planning, (3) consults with project director, (4) communicates with project director, and (5) involves himself in training.

TABLE 64

PRINCIPAL INFORMATION RATINGS BY SCHOOLS

SCHOOLS	INDICATORS				
	Under. Goals	Prin. Plan.	Consulta- tion	Communi- cation	Train- ing
Carbullido	L	H	H	H	L
Inarajan	L	L	L	L	L
P.C. Lujan	L	L	L	L	L
M.U. Lujan	L	H	H	H	L
San Miguel	H	L	L	H	H
Talofofo	H	L	L	L	L
Merizo	H	L	H	H	L
C.L. Taitano	H	L	L	L	N
Ordot-Chalan Pago	L	N	N	L	L
Price	H	N	N	H	N
Sanchez	H	N	L	L	L
Torres	H	N	H	H	N
San Vicente	L	H	N	H	N
Santa Barbara	H	L	N	L	L
Ulloa	L	H	H	H	H
Agat	H	N	H	H	N
TOTALS					
H	9	4	6	9	2
L	7	7	6	7	9
N	0	5	4	0	5

With regards to understanding project goals, principal responses were rated with nine high points and seven low points on indicator #1.

Indicator #2 representing principal involvement in project planning received a high rating of four, a low rating of seven and a no evidence rating of five.

Indicator #3 was rated six high points, six low points and four no evidence points with regard to consultations with the project directors.

Indicator #4 showed a high point rating of nine, a low point rating of seven representing communication channels between the project director, central offices and principal.

Indicator #5 responses involving workshops, in-service training and/or program planning sessions were rated with two high points, nine low points and five no evidence ratings.

ANALYSIS AND DISCUSSION OF THE FINDINGS

This section of the report will be devoted to analyzing the rating results on TESOL, Reading Resource, Guam Readers, TESOL teacher conferences, Reading Resource conferences, Guam Reader conferences, and conferences with principals. Tables 65, 66, 67, 68, 69, 70, 71 are presented and discussed. The Chi Square test was used to determine significance of differences.

TESOL

The table 65 shows the following:

Indicators #2 (Phy/Env Atmos.), #3 (Planning), #4 (Psych. Atmos.), #7 (Avail. Teach. A.) and #9 (Pupil Part.) have differences in rating distribution which reached significant levels as indicated by high values of Chi Square. The other indicators show a sufficiently uniform rating distribution that they do not reach a significant level of Chi Square value.

It seems apparent that the strength of the TESOL program is reflected convincingly by the activity in the classrooms that are described as purely TESOL. The pupils consistently manifested high interest and participation in the activities. They seemed to relate meaningfully to their teachers in terms of feeling free to express themselves unhesitatingly during their lessons. Role playing in practicing their new learned verbal expressions appeared to be the most enjoyable of their experiences. Teacher aides are considered assets to teachers in giving help accomplishing non-instructional matters. However, there is an under-utilization of teacher aides in TESOL classes.

TABLE 65

TESOL RATING ANALYSIS

RATING	INDICATORS									
	Phy./Env. Atmos.	Activi- ties	Plan- ning	Psych. Atmos.	Avail. Sup.	Use of Mat.	Avail. Teach.A.	Use Teach.A.	Pupil Part.	Pres. Equip.
H	5	9	9	8	5	4	9	6	9	6
L	4	0	0	1	4	4	0	3	0	3
N	0	0	0	0	0	1	0	0	0	0
CHI SQUARE	1.6	12**	12**	9.6*	1.6	2	12**	3	12**	3
* P<.05 ** P<.01 d.f.=2										

On the minus side of the program, approximately fifty per cent of the classrooms needed improvement especially in schools where the TESOL classes are given temporary classrooms. The teachers are commendably doing the best with what location they have been given. Several classes were held in improvised rooms. One used a library for a classroom. In most of the classrooms, equipment such as tape recorders, language masters, opaque projectors, record players and cassettes were evident but were not used during the visits except in two classes. It was noted that much of the equipment was not project furnished but "borrowed" from the schools or from the other classrooms. Supplies and materials expected from the project are visibly scanty. Most of the teachers made their own materials for their lessons.

Reading Resource

All indicators for the Reading Resource Program have differences in rating distribution which reached significant levels as indicated by high values of Chi Square.

From all evidences, the Reading Resource Program appears to indicate that it is the well-organized and strongly implemented program. This overall assessment is based on the test of significance applied to the rating distributions. The individualized approach utilized by the teachers may have contributed to the high interest shown by both teachers and pupils engaged in the Reading Resource activity. Also, the classrooms (physical environment) reflected the resourcefulness of teacher and aide in maintaining classrooms, making them more conducive to

TABLE 66

READING RESOURCE RATING ANALYSIS

RATING	INDICATORS									
	Phy./Env. Atmos.	Activi- ties	Plan- ning	Psych. Atmos.	Avail. Sup.	Use of Mat.	Avail. Teach. A.	Use Teach. A.	Pupil Part.	Pres. Equip.
H	11	13	15	12	11	12	13	14	15	13
L	4	1	0	2	2	2	1	0	0	1
N	0	1	0	1	2	1	1	1	0	1
CHI SQUARE	7.4*	19.2**	20**	14.8**	10.8**	14.8**	19.2**	19.9**	20**	19.2**
* P < .05, ** P < .01, d.f.=2										

learning. Evidences of learning centers, teaching aids and resource books were ample in most classrooms.

Guam Readers

The table 67 shows the following:

Indicators #1 (Phy./Env. Atmos.), #2 (Activities), #3 (Planning), #4 (Psych. Atmos.), #7 (Avail. Teach. A.), #8 (Use Teach. A.) and #9 (Pupil Part.) have differences in rating distribution which reached significant levels as indicated by high values of Chi Square. The other indicators show a sufficiently uniform rating distribution that they do not reach a significant level of Chi Square value.

All indications appear to be that the strength of the Guam Readers program lies in the classroom setting and pupil activities as related to the project goals. The general psychological atmosphere was consistently conducive to good pupil participation and interest in project activities. The use of teacher aides in promoting successful teaching skills and techniques appeared to be very well done. The availability of teacher aides appeared to produce a pupil-teacher/pupil-teacher aide attitude that reflected a learning atmosphere of high interest.

On the more negative side of the Guam Readers project, indications are that supplies and materials are lacking and the project might possibly benefit highly by consistent revision of materials. Student ability levels seem to be poorly matched with subject area materials in some classrooms. Many teachers provided their own supplementary instructional materials as well as supplies.

TABLE 67

GUAM READER RATING ANALYSIS

RATING	INDICATORS									
	Phy./Env. Atmos.	Activi- ties	Plan- ning	Psych. Atmos.	Avail. Sup.	Use of Mat.	Avail. Teach.	Use A. Teach.	Pupil A. Part.	Pres. Equip.
H	16	16	13	11	7	12	17	14	14	10
L	2	3	5	8	10	4	1	3	5	8
N	1	0	1	0	2	3	1	2	0	1
CHI SQUARE	13.6**	13.6**	6.8*	7.0*	2.0	3.3	16.0**	6.4*	6.4*	2.4
* $P < .05$, ** $P < .01$, d.f.=2										

There was very little indication the equipment for the project was available and being used and maintained.

TESOL Teacher Interview

Table 68 presents an analysis of the TESOL teachers' distribution of ratings by various indicators.

TABLE 68
TESOL TEACHER INFORMATION ANALYSIS

RATINGS	INDICATORS						
	Awareness Goals	Planning	Assistance	Proj. Mat.	Training	Communication	T.A. Super.
H	9	7	6	5	5	6	7
L	0	1	2	4	4	0	2
N	0	1	1	0	0	3	0
CHI SQUARE	12**	8*	4.6	1.66	1.66	3	5.6
* $P < .05$ ** $P < .01$ d.f. = 2							

Table 68 shows that indicators #1 (Awareness goals) and #2 (Planning) have differences in rating distribution which reached significant levels as indicated by high values of Chi Square. The other indicators show a sufficiently uniform rating distribution that they do not reach a significant level of Chi Square value.

The TESOL teachers' positive reaction to the goals of the project seem to jibe with the observers' rating on planning. They see the worthwhileness of the program and appear consistently

engrossed in meaningful activities which interest the pupils most. In the learning activities, one can see the routine teaching techniques traditionally TESOL followed by most of the teachers. Information gathered from the TESOL instructors indicate a high degree of administrative frustration. The problem as expressed stems from the lack of a clear and definite position in the school organization. They are TESOL (Federal) employees, program supervised by the Project Director or Coordinator but are administratively also accountable to the building principal. The lack of materials and supplies seems to be the frequent problem mentioned.

Some TESOL teachers registered complaints about the lack of orientation or the inadequacy of their training to teach TESOL. However, five teachers had training or experience ranging from five to seven years.

Reading Resource Teacher Interview

The Chi Square analysis of the distribution of ratings of Reading Resource teachers' comments is presented in Table 69.

TABLE 69

READING RESOURCE TEACHER RATING ANALYSIS

RATING	INDICATORS						
	Awareness Goals	Plan- ning	Assis- tance	Proj. Mat.	Train- ing	Commun- ication	T.A. Super.
H	15	8	12	9	3	6	14
L	0	0	3	5	7	2	1
N	0	7	0	1	5	7	0
Chi Square	20**	2.6	10.6**	6.4*	1.6	1.8	19.4**
* P<.05, ** P<.01, d.f.=2							

The table above indicates the following:

Table 69 shows that indicators #1 (Awareness goals), #3 (Assistance), #4 (Proj. Mat.) and #7 (T.A. Super.) have differences in rating distribution which reached significant levels as indicated by high values of Chi Square. The other indicators show a sufficiently uniform rating distribution that they do not reach a significant level of Chi Square value.

From the information solicited from the teachers in the Reading Resource Program, it was ascertained that the teachers are conversant with the goals of the project. They agreed to its necessity and almost all have recommended that Reading Resource should be extended to all grade levels. The project has supplied adequate materials for classroom use. The teachers have expressed their positive reaction, if not appreciation, to the assistance received from the project coordinator who visits the classes twice or once a month. Teacher aide supervision and availability present no problem to the Reading Resource teachers. They expressed high praise for the quality of teacher aides' help rendered.

The overall negative reactions obtained from the teachers seem to center on three factors: the lack of involvement in the planning of the program, the need for pre-program training and/or intensive workshop, and the lack of direct communication between the Project Director and the teacher. It should be noted, however, that 55 percent of the teachers indicated receiving training or attended a pre-program orientation. Most teachers felt that the monthly meeting is not fruitful from the standpoint

of learning new techniques. It may be that the hasty recruitment of Reading Resource teachers accounted for the lack of proper orientation of half of the teachers. Among the new or first year teachers, however, many have had experience in teaching reading. Communication between Project Director and teacher is almost non-existent. The Project Coordinator has served in place of the Director. Thus an adverse effect for lack of communication with the central office was averted.

Guam Readers Teacher Interview

Table 70 presents an analysis of the Guam Readers Teachers' distribution of ratings by various indicators.

TABLE 70
GUAM READERS TEACHER RATING ANALYSIS

RATING	INDICATORS						
	Awareness Goals	Plan-ning	Assis-tance	Proj. Mat.	Train-ing	Commun-ication	T.A. Super.
H	17	1	12	8	9	5	16
L	1	9	4	8	5	2	3
N	1	9	3	3	5	12	0
Chi Square	27.5**	2.3	9.6*	2.6	1.1	5.2	22.2**
* P<.05, ** P<.01, d.f.=2							

The above table indicates the followings:

Table 70 shows that indicators #1 (Awareness goals), #3 (Assistance) and #7 (T.A. Super.) have differences in rating distribution which reached significant levels as indicated by high

values of Chi-Square. The other indicators show a sufficiently uniform rating distribution that they do not reach a significant level of Chi Square value.

It is most apparent that the greatest strength in the Guam Readers program teacher conference indicators is in the areas of the teacher understanding of the project goals. Implementing and introducing teaching techniques and skills based upon this knowledge is strongly indicated.

Substantial evidence was available to support the contention that consistent outside assistance and supervision is welcomed and sought by the teacher to produce the most successful teaching experiences within project limitations. The teacher aide assistance appears to be most productive within the teacher aide/teacher planning framework; indications are that great strength lies in this area of the project.

Program weakness in the area of supplies and materials appears to be extensive. However, this in no way is intended to minimize teacher efficiency and productivity. On the contrary, Guam Readers teachers through their resourcefulness appear to have overcome the unavailability of project supplies, have demonstrated enthusiasm and creativity, and seem to have overcome the problem. The indicated lack of communication between the teacher and project director was found to be somewhat detrimental but communication with the project coordinator appeared to be excellent. It was indicated that the coordinator provided strong support, assistance and problem solving to the project teachers.

Program pre-planning appeared to be a problem and seemed to revolve around the beginning of school year employment and teacher placement difficulties. Early teacher selection and assignment seem to be indicated as a partial solution.

Administrator Interviews

Table 71 presents an analysis of the principal's conference distribution of ratings by various indicators.

TABLE 71
PRINCIPAL RATING ANALYSIS

RATING	INDICATORS				
	Understanding Goals	Principal Plan.	Consultation	Communication	Training
H	9	4	6	9	2
L	7	7	6	7	9
N	0	5	4	0	5
Chi. Square	3.1	.88	.49	3.1	2.6
* $P < .05$, ** $P < .01$, d.f.=2					

The above table indicates the following:

Table 71 shows that no indicators have differences in rating distribution which reached significant levels as indicated by high values of Chi Square. All have relatively uniform rating distributions.

All principal conferences indicated a lacking of high level knowledge of the three projects within their schools. In the areas of project goals, communication channels and in-service training involvement, principal activity appeared to be very minimal.

The two areas in which there is the greatest need of increased activity are planning and consultation with the project director. Much discussion on communication with project staff offices with regard to teacher supervision and logistic support was very unclear and confusing. Supply sources as well as various responsibility areas indicated a need for clarification.

SUMMARY

The on-site visitation was to observe pupil-teacher behavior, to determine whether or not classroom settings were conducive to learning, and whether class activities indicated progress toward the objectives of the FLASH Project. It was also designed to obtain the project teachers' and administrators' reactions to the various aspects of the TESOL Program, Reading Resource Program and Guam Readers Program.

The visits were made to seventeen schools, fifteen of which were public elementary schools and two non-public elementary schools. The TESOL Program involved nine classrooms; Reading Resource, fifteen classrooms; and Guam Readers, nineteen classrooms.

The classroom observations sought to investigate factors or indicators with reference to the following questions:

Is the environmental school setting conducive to learning?

Do teacher and pupil activities indicate signs of being related to the goals and objectives of the project?

Do teachers' activities show signs of planning?

Does pupil behavior show signs of having a positive attitude toward the teacher, teacher aide and project activities?

Are materials available that are related to the project?

Are materials used which are related to the project?

Are teacher aides available and present?

Are teacher aides utilized?

Do pupils show participation and maintain interest in the lesson?

Is project A-V equipment available and used?

Interviews with principals and teachers sought information about their reactions to the goals and planning of the project, what assistance, consultation and supervision they had received, the quantity and quality of supplies and materials furnished, what pre-program and periodic training had taken place, whether there was communication with the Project Director, and whether teacher aide supervision was adequate.

For class observations, ten indicators were rated; teacher interviews focused on seven indicators; and five indicators were the subjects of the conferences with principals.

The rating scale was employed to determine the maximal, minimal and negligible indications of observed factors and interview information. The code H was used for high indication, L for low or minimum indication, and N for negligible indication or no evidence. The Chi Square test was used to analyze results.

The overall findings are summarized as follows:

TESOL

1. Classroom activities were consistent with the goals of the project.
2. Activities were planned and implemented accordingly.

3. Pupils had a positive attitude toward their teachers and classroom activities.
4. Each classroom employed a teacher aide.
5. Pupil participation was high in all classes.
6. The environmental atmosphere of four classrooms needed improvement.
7. Project materials and supplies were inadequate and adversely affected the effectiveness of the program.
8. There was low evidence of the use of project supplies and equipment. This may be related to No. 7.
9. Teacher aides are under-utilized.

Reading Resource

1. The physical setting of most of the classes was conducive to learning.
2. Class activities were consistent with project goals and objectives.
3. Class activities showed planning.
4. Classrooms received sufficient supplies, materials, and equipment.
5. Project supplies were effectively used in classes.
6. Teacher aides were employed and present.
7. Teacher aides were given meaningful instructional responsibilities and were fully utilized.
8. Pupil participation was maintained at high level most of the time.
9. Attitudes of pupils toward teacher and activities were warm and positive.

Guam Readers

1. Most of the Guam Readers classroom environments were conducive to learning.
2. The class activities were consistent with the goals of the project.
3. The activities were generally well-planned.
4. There was a positive attitude among pupils toward teachers and activities.
5. Teacher aides were available and present.
6. Pupil participation was generally high.
7. Teacher aides were meaningfully used.
8. Project supplies and equipment were not evident to any great extent, nor were they used in many classrooms.

TESOL Teacher Interview

1. All TESOL teachers indicated awareness of and accordance with the goals of the program.
2. Most of the teachers plan for the TESOL program.
3. The teachers are not receiving outside assistance or supervision.
4. Supplies and materials are inadequately furnished.
5. Most of the TESOL teachers received no pre-program training but did attend a monthly meeting.
6. No communication is evident between Project Director and teacher, but contact is made with the Program Consultant.

7. Teacher aide supervision is unsatisfactory and needs clarification.

Reading Resource Teacher Interview

1. The teachers without exception are fully aware of and in agreement with the goals of the Reading Resource Program.
2. Outside assistance is rendered to most teachers by the Program Consultant.
3. The teachers receive sufficient supplies and materials for classroom use.
4. Most of the teachers supervise their aides.
5. The Reading Resource teachers received no or little pre-program orientation.
6. No direct communication exists between Project Director and teacher.
7. The teachers were not involved in pre-program planning.

Guam Readers Teacher Interview

1. All teachers are conversant with the goals of the program.
2. Outside assistance is received regularly from the Program Consultant.
3. The program teachers were not involved in the pre-program planning of the Guam Readers Program.
4. Project supplies and materials are inadequately furnished.

5. Most of the teachers received no pre-program orientation but periodically attend meetings.
6. Communication between teacher and Project Director is non-existent except through consultant and teacher.
7. Most of the teachers have no administrative authority over their teacher aides.

CONCLUSIONS

The on-site visitation has limitations. For one thing it is subjective. The effort of the observers to be objective is still tainted by their own philosophy and perception. However, this endeavor was an attempt to see first-hand and to record the manifestations of non-instructional indicators believed to contribute to the effectiveness of the project. It was to record evidence of activities and procedures designed for the program. Thus, the rating scale was believed to give the observers more flexibility in judging the maximum, minimum and negligible indications. While the data presented were rated by the observers, it would seem reasonable to assume that because the information given by the informants (teachers and principals) dealt with their own reactions and answers to predetermined questions without the observer's interpretations, the question of objectivity is obviated. The findings are applicable only to the classrooms, project teachers and principals and situations identified as involved in the project.

On the basis of the findings, the following conclusions appear to be justified.

The Reading Resource Program seems to be the strongest in terms of high indications of positive teacher and pupil behavior, conducive classroom environment and adequacy in material support.

The goals of the TESOL, Reading Resource and Guam Readers programs remain unquestioned as to their worthwhileness. The

teachers who carry the responsibility of implementation unanimously endorse the programs.

Most of the principals appear dismally unknowledgeable about the objectives and progress of the programs except in the area of administrative overseeing and support.

An equitable distribution of project supplies and materials remains a major logistics problem.

The pupils are greatly involved in that they are persistent participators in the activities. This manifestation bespeaks the quality of teaching applied and the effectiveness of the Project teachers.

Many Project classrooms need enrichment to provide a better environment in which to learn.

The implementation of the programs may have been done hastily without thorough preparation. Supplies, books, construction paper and teaching aids were not readily available. Teachers were not given adequate orientation.

RECOMMENDATIONS

The teachers and principals recommended that:

1. Consideration should be given to extending TESOL and Reading Resource to the upper grades.
2. Teachers for the programs should be given intensive in-service training.
3. Curriculum guides, especially for the Guam Readers, should emphasize the "how" aspects of the lesson rather than the "what".
4. Supplies, materials and equipment should be readily and equitably furnished and books must be available at the beginning of school.
5. Textbooks used should be properly edited and free of errors.
6. In order to accomodate more pupils who need compensatory educational help, additional teachers should be employed.
7. Teacher aides' absenteeism must be controlled.
8. Teacher aides should be required to have background courses in reading and typing. These courses may be taken during the summer session when they are required to go to school.
9. Parents of pupils in the programs should be given periodic orientation to encourage them to be more interested and involved.

10. Personnel in the programs need to be identified by such titles as Trainer, Developer or Remedial Reading Teacher, so that job descriptions are clear.
11. Clarification of authority over teacher aides is needed.
12. Home visitors should be required to have proficiency in English and knowledge in human relations.
13. The pupil's time spent in TESOL should be lengthened if no TESOL reinforcement is given in the regular classroom.
14. TESOL teachers should visit and observe other TESOL classes.
15. Project teachers should be required to make home visits.
16. TESOL teachers should be administratively under the Project Director and not the Building Principal.
17. TESOL materials should be developed for different ethnic groups (Koreans, Japanese, Chinese, Okinawans, Vietnamese) and not exclusively for Pacific Islands children.
18. TESOL classes should not admit pre-primary children nor first-graders.

CHAPTER 7

Reliability and Validity

INTRODUCTION

An integral part of this evaluation project was the completion of a reliability and validity study. Such a study was incorporated into the overall design since none of the instruments used in the components of this Title I project are Guam referenced in terms of their reliability.

Guilford (1956) pointed out that reliability is logically defined as the proportion of variance of any set of measurements that is true variance - the accuracy of scores obtained on a test.

In simple terms, reliability seeks to determine the degree to which a student could be expected to replicate his score if he retook the test. A 1.0 positive reliability coefficient is a perfect correlation.

Among the several methods of determining reliability on a test are the alternate form reliability coefficient, the split half and the test-retest procedures. For this reliability analysis, the alternate form was not possible since several tests did not have two forms, and the split half and test-retest methods were not economically feasible. For

this reason, the Kuder-Richardson 21 (KR 21) formula was applied to the single set of test scores for each instrument.

This instrument yields accurate reliability indices and if anything test results provide reliability coefficients that are understated in terms of the actual degree of reliability. As a result, the obtained coefficients may be considered to be lower than would be obtained by other methods.

Data were collected from a broad representative sample of children attending school on Guam and standard measures were used to estimate how reliable the project instruments were for this population.

PROCEDURES

A total of seven testors were identified to conduct the testing for this segment of the evaluation.

Of the seven test administrators identified, six were female and one was male. Three of these people have master's degrees in reading, a principal focus of this investigation, and the remainder have bachelor's degrees. Of the latter four, two are completing master's degrees in reading, and one has an exceptional background in bilingual education, having worked on developmental TESOL programs for the Southwest Regional Educational Laboratory in Austin, Texas.

After preliminary selection of test administrators, three specialists, experienced either in TESOL, Reading Resources, or the Guam Reader, were identified. The persons selected were

experienced in both teaching and in administering test components of the various programs. Each of these people had been connected with one program or another for at least one year, and are recognized consultants in their respective areas.

A workshop program was outlined wherein participants would complete two seven hour workshops to become familiarized with each of the instruments.

The workshop sessions consisted of a period of orientation with each instrument, identification and discussion of problem areas, and reconciliation of questionable items to permit inter-rated consistency, and finally simulation, role-playing and practice test administering to increase familiarization.

Several problem areas were identified, and the participants including the testor trainees, instrument specialists and members of the evaluation group cooperatively reconciled problems to insure that each person testing would operate in the same manner.

It was determined that the Reading Skills Checklist was a cumbersome and difficult instrument to administer and as a result a new system was designed incorporating all test items into a flip chart. Particular care was taken to replicate exactly all of the test items from the original packet of materials to avoid compromising the intent of the original instrument. Additionally, a system was devised to facilitate the scoring and recording by testors. The resulting booklet made data compilation considerably easier.

Upon completion of training, the evaluation group identified a total of nine schools that appeared to provide a broad representation of children attending school on the island. After consultation with the Department of Education it was agreed that these schools would be used to identify the sample to be tested.

Letters were sent to the principals of the identified schools and a meeting was arranged to discuss the purpose of the study and how it was to be conducted. In this segment, Dr. Franklin Quitugua and the Department of Education were most helpful in arranging for use of the various schools. In response to the meeting and resultant discussion, principals developed a list of children in the first, second and third grades from which the sample could be drawn. In an attempt to obtain a broad cross-sectional sample, principals were asked to include all children from the various grades except those with virtually no English, and those who were severely handicapped in some manner.

Upon receipt of the class rosters, children were randomly selected to be participants in the study. Table 72 lists the children selected by grade level, from each of the participating schools.

A total of 122 children in each of the three grades were selected, and alternates were identified for use if absences occurred. As indicated in Table 72, certain schools contributed children from all grades, other schools from only

TABLE 72

Number of Children Identified for Testing
in Each Grade and School

School	GRADE		
	1	2	3
St. Francis	26	26	26
Adelup	20	20	20
L.B. Johnson	20	-	-
Tamuning	-	20	20
Old Piti	20	20	-
New Piti	-	-	20
Inarajan	12	12	12
Sanchez	12	12	12
Price	12	12	12
TOTAL	122	122	122

one or two grades. L.B. Johnson School is a primary school, Tamuning Elementary has grades two through six, New Piti Elementary has grades three through six, and Old Piti Elementary has grades one and two.

It should also be pointed out that in order to obtain the broadest and most representative sample, some schools that were participants in the Title I programs were selected from which to draw children. Since they were program participants, a smaller sample was chosen from each school (Inarajan, Sanchez, and Price Elementary Schools) on the probability that many children in the target grades would be enrolled in one or another of the programs.

Arrangements were made with each school to test children in two stages: (1) Stage one was devoted to individual testing, since none of the instruments that were a part of the programs could be administered on a group basis. (2) Stage two was the group testing, using one of three forms of the Gates-MacGinitie Reading Test.

The participating schools were given testing dates and were advised of the space needed to accomplish whatever testing had to be done on a particular date. Principals were extremely cooperative in providing older students or teacher aides to facilitate the movement of children to and from test areas.

Testing began on March 4 and was conducted over a 32-day period, ending on April 22. Of this time span, 29 days were required for individual testing, and three days for group testing.

A total of more than 660 hours were spent by test administrators in the administration, scoring and organization of the various test instruments. The testors also found it necessary to drive in excess of 2500 miles to accomplish all of the testing.

It is further estimated that subsequent compilation and analysis of the results took in excess of 100 hours, and that the supervisor for this segment of the evaluation spent in excess of 100 hours planning, contacting schools, managing the distribution of test booklets and maintaining an efficient schedule.

It seems worthwhile to point out these time expenditures since the results are concise and simply stated, thereby not reflecting the considerable time required to obtain the data which yielded the following results.

RESULTS

Table 73 describes the reliability figures for each of the tests in the three components of the FLASH program.

TESOL

The TESOL test used two forms: Form I for first-grade children and Form II for second graders. Form I of the TESOL test has 100 items and was administered to 114 children. Students obtained a mean score of 72.79, and a standard deviation of 49.78 resulted.

TABLE 73

Results of Kuder-Richardson 21 Formula Applied to the
Instruments in the FLASH Program

	N	Items	Mean	SD	R
TESOL TEST					
Form I	114	100	72.79	49.73	.92
Form II	229	116	90.16	48.88	.92
DOLCH LIST	321	220	156.81	80.14	.99
WRAT					
Reading Sub.	322	100	49.98	12.79	.86
READING RESOURCES					
Readiness	133	33	30.5	2.39	.62
Skills	319	5*	2.32	1.49	.55
IRI	324	8*	3.10	2.11	.65
GUAM READER					
Grade 2	116	130	91.15	20.00	.93
Grade 3	104	133	91.04	13.10	.83
GATES-MACGINITIE					
Vocabulary					
Level 1	105	48	33.53	10.95	.92
Level 2	111	52	30.68	7.39	.77
Level 3	109	52	29.00	8.73	.83
Comprehension					
Level 1	105	34	19.10	7.89	.87
Level 2	111	34	21.10	7.60	.86
Level 3	109	48	23.6	9.22	.86

* Indicates number of classification levels rather than the
number of items in the test.

Form II was administered to both second- and third-grade children, a total of 229 subjects. A mean of 90.16 of 116 possible was obtained and the standard deviation was 48.88.

In both cases, Forms I and II, the reliability coefficient obtained was .92, indicating a high degree of reliability for these instruments.

Reading Resources

This program used a total of five tests, as described below.

Dolch List: This test was administered to 321 students in all grades. Of a possible 220 score, the mean for all students was 156.81, and the standard deviation was 80.14. The Reliability coefficient of .99 is extremely high, indicating a high probability that initial scores would be closely replicated on a retest.

A discussion of this extremely high correlation was conducted and the data re-analyzed and found to be correct. It was felt that the obtained coefficient was formula correct, and a product of two factors: (1) Outstanding test administration by the testors, to the extent that each knew the nuances of the others, and as a result, administered and scored the test in a very similar manner, and (2) a modestly skewed distribution which would tend to build on a higher than truth coefficient.

WRAT (Wide Range Achievement Test): The reading sub-section of this test was given to 322 children. There are 100 items and the mean score was 49.98 with a standard deviation of 12.79. The reliability coefficient of .86, while not as high as other results, is considered substantial and indicates a high degree of reliability.

Reading Readiness Checklist: This instrument is designed for pre-reading students and attempts to assess the degree of readiness the child possesses. A total of 133 children took the test, mostly first graders. There are 33 items, and the obtained mean and standard deviation were 30.5 and 2.39 respectively. The reliability coefficient of .62 is an indicator that this test may permit a good deal of variance between scores in a test-retest format. It is also worthwhile to point out that in reliability formulas, the degree of reliability is a function of the number of items in the instrument. The greater the number of items, the higher the reliability, hence the coefficient of this test may have been affected by the small number of items.

Reading Skills Checklist: The Reading Skills Checklist assesses the child's phonic and structural analysis abilities. There are a high number of total items on the test, but the test is criterion referenced and divided into grade levels. Hence, if a child does not meet the criterion at the first grade level, he does not complete the second or third grade segments. As a result of this method of taking the test, and the high variance

in the number of items attempted for each child, it was not possible to assess on an item basis.

As an alternative procedure, the reliability coefficient was obtained using the number of levels (five) that each child could achieve.

A total of 319 children took the test and achieved a mean level of 2.32 (pre-first grade) and a standard deviation of 1.49. The resulting coefficient was .55. Again, as with the Readiness Skills Checklist, the low number of items presumably affected the score, but the presumption must be that children's scores would vary somewhat in a test-retest situation.

Informal Reading Inventory: This instrument is criterion referenced, as the Reading Skills Checklist is and hence only eight levels could be used in determining the coefficient.

A total of 324 children took this test and obtained a mean score of 3.10 (first grade) and a standard deviation of 2.11. The reliability coefficient obtained was .65. This again reflected the low number of items usable in determining reliability.

Guam Reader Test: This segment of the FLASH program had instruments for both the second and third grades. Using the grade two test, 116 children were tested and of a possible 130, obtained a mean of 91.15 with a standard deviation of 20.00. The reliability coefficient of .93 indicated a strong degree of reliability. The grade three test has 133 items, and the mean

obtained was 91.04, with a standard deviation of 13.10. The coefficient obtained was .83.

Gates-MacGinitie Reading Test: This instrument was not a test used in the FLASH Program but was selected as a referent for assessing validity. The primary segments of the test, Forms 2A, 2B and 2C were used, and correspond to the first, second and third grades. Each test has a vocabulary and comprehension section. The vocabulary sections obtained reliability coefficients of .92, .77, and .83 in the first, second, and third grades. Reliability coefficients in the comprehension segments were .87, .86, and .86. It may be assumed from this that the instruments have a strong predictive value in a test-retest format.

Table 74 shows correlations between the various segments of the Gates-MacGinitie Reading Test and the instruments developed for the various parts of the FLASH Program.

As can be seen from Table 74, validity of the FLASH test instruments does not appear to be in question. The Gates-MacGinitie Reading Test is a recognized and thoroughly validated instrument for testing the verbal and comprehension capacity of children.

In all cases, though with TESOL to a lesser extent, reading competence is a component of the FLASH tests.

The TESOL tests rely on reading competence to a lesser degree, and this is reflected in the correlations. Comparison of the verbal sections of the Gates and TESOL Tests indicates that for first- and second-graders there is a very slight

TABLE 74

Correlations Between Gates-MacGinitie Reading Test
and FLASH Test Instruments in Each Program

Test Compared With Gates- MacGinitie	Grade					
	1		2		3	
	N	r	N	r	N	r
Verbal/TESOL	104	.50**	112	.29**	108	.14
Comp/TESOL	104	.20*	112	.16	108	.11
Verbal/Dolch	98	.51**	98	.57**	104	.77**
Comp/Dolch	98	.53**	98	.58**	104	.58**
Verbal/RSC	98	.77**	98	.52**	104	.65**
Comp/RSC	98	.64**	98	.47**	104	.54**
Verbal/RRC	98	.57**	23	.38	-	-
Comp/RRC	98	.67**	23	.56**	-	-
Verbal/IRI	98	.71**	98	.69**	104	.68**
Comp/IRI	98	.76**	98	.65**	104	.52**
Verbal/WRAT	98	.68**	98	.68**	104	.57**
Comp/WRAT	98	.79**	98	.60**	104	.56**
Verbal/G.R. (2)			110	.69**		
Comp/G.R. (2)			110	.62**		
Verbal/G.R. (3)					104	.90**
Comp/G.R. (3)					104	.70**
* $p < .05$						
** $p < .01$						

probability that the relationship is a result of random error. In the Comprehension section, however, there is no indication that the tests are complimentary.

In all other instances there is a less than .01 probability that the relationship is a result of chance, with the exception of the second grade Reading Readiness Checklist compared to the Verbal section of the Gates-MacGinitie.

On this basis it seems reasonable to state that the instruments designed for testing participants in the FLASH Program do in fact test what they are supposed to test.

CONCLUSIONS

The purpose of this study was to determine the reliability and validity of the various instruments developed for the three programs funded by Title I and operating under the acronym FLASH. The TESOL program developed tests for first- and second-grade children. The Guam Reader program used the Dolch List, the reading sub-section of the Wide Range Achievement Test, and developed an Informal Reading Inventory, a Reading Readiness Checklist and a Reading Skills Checklist, and also developed tests for second- and third-grade children.

It appears that the instruments used in this program have a strong degree of reliability and a high predictive value in terms of consistency. It is also apparent that the instruments are valid in that they are testing what they are supposed to be testing.

As a result of the extensive time devoted to the testing and the total involvement of the test administrators, their commentary is considered of value. The following remarks are not to be construed as recommendations for any of the programs, but are merely observations that might be considered as the program continues.

TESOL Program: A number of items on each test are confusing to the child, and may be misleading. Art work in the booklets often fails to present the type of picture that the question and answer demand, and as a result, children answered certain questions with a high degree of consistency, but incorrectly. An express example of this situation was related, referring to Item 11 on Form II. Here the picture shows children walking to church. The question asked of the child refers to how they got to church, demanding a past tense response. By and large, the children responded (correctly) "by walking", but incorrectly according to the demand of the question, i.e., "they walked."

Guam Reader Program: The Dolch List is quite extensive, 220 words, particularly to children with lesser competencies, particularly in view of the fact that each word must be attempted, even though the child has no idea what the previous 50 words were.

WRAT: There were no complaints on the WRAT. It was viewed as a fair, brief and non-frustrating test.

Informal Reading Inventory: The Informal Reading Inventory was rather outdated, and comprehension questions were often of little value in real comprehension assessment. In one particular instance, Guam's environment made it impossible to answer a question with any degree of accuracy.

Readiness Skills Checklist: The test administrators felt an item analysis should be conducted on the Readiness Skills Checklist. It was noted that all children seemed either to get the item correct, or all get it wrong. They further estimated that all children would score about 30 (the actual mean was 30.5) and identified the three items they felt children would miss with great frequency.

Reading Skills Checklist: The Reading Skills Checklist was considered a good instrument and its continuance was recommended. The testors did feel, however, that phonic segments caused or forced the children to voice an unnatural sound to correctly respond. As an example, they pointed out that all consonant digraphs were to be voiced in isolation, and it is extremely difficult to accomplish this without adding a vowel at the end. Testors felt the same assessment could be achieved if for instance, the digraph ch was changed to cha.

Guam Reader: The art work was criticised on the tests for both level 5-6 (grade 2) and level 7-8 (grade 3). As an example, on the level 5 and 6 test, it was impossible to make a distinction between Teresita and Pedro by looking at the picture, and as a

result, either choice was deemed correct. Also, there were instances of questionable choice of vocabulary, both Chamorro and English. For instance, one testor who tested a substantial number of children indicated that on the level 7 and 8 test, no child responded "Bugle" to the question, "What is the child blowing?" Finally, the children seemed to have very poor map orientation, and seldom answered questions correctly in this segment.

CHAPTER 8

Recommendations

The following are the recommendations that seem reasonable from a total look at the data and results from all components. By and large all components were successful and attitudinal inventories document that most students, teachers, parents, administrators and community members were very pleased with what was done, how it was done and the results obtained. Nevertheless, an important minority of the participants did express a desire to do things differently, to have different goals and, in general, improve the process.

It is recommended that:

1. All three major components, that is, Cultural Language/Reading, Reading Resource and TESOL be continued and expanded to include other appropriate segments of the student body.
2. Sections of the major components related to attitude change be continued and expanded.
3. The Supportive Services component be continued and enlarged.
4. Further study be made where gains and changes have not reached expected performance levels to determine whether or not modification of method and content might bring greater gains.

5. The number and type of techniques employed to communicate with parents, community leaders, community members and the general public be increased. They may be in the form of direct meetings, or less personalized news releases and published reports.

6. An intensive study be made of the TV series "Window to Our World" to determine how it could be modified so that, among other things, parents will not find it difficult to follow or overly time consuming.

7. An increased number and type of communication techniques be established for various school staff, project staff and administrators so that they are aware of the goals of the projects, the methods of the projects and their relationship to the project.

8. Special effort be made to be absolutely sure each target school administrator has a thorough understanding and appreciation for the project and its goals.

9. Present efforts to develop activity outlines, courses of study and curriculum guides be expanded.

10. Very clear lines of authority and responsibility between the school principal and the project teacher and between the project coordinator and the project teacher be established. Make sure everybody involved understands these relationships.

11. The number of opportunities be increased for teachers, resource of TESOL teachers to meet directly with the project coordinator, director and central office project staff.
12. A specific time be made available, preferably every week, for resource teachers and TESOL teachers to meet with the classroom teacher as a means of increasing communication about special problems and students.
13. In-service training be developed in such a way that its content can be more responsive to the needs of the various members of the project team. Repeated surveys and questionnaires may develop a set of recommendations to make future training sessions more meaningful.
14. A system be developed whereby the regular teacher plus resource or TESOL teachers can be part of the planning of the yearly activities and the selection of student participants.
15. Some definite line of authority be established from teacher, resource teacher or TESOL teacher to the teacher aides and home visitors. It is difficult to maintain a line of authority and responsibility without a clear cut and well-understood relationship.
16. Present methods of supplying educational materials, supplies and multimedia materials be reviewed to determine how they can be more readily available in response to teachers' needs.

17. In-service and short conference techniques be used to continue to improve the use of all ready available materials, supplies, and equipment.
18. A means be devised to screen the staff to determine which staff members need additional training.
19. Supervision of aides be increased to reduce problems of lack of concern for schedules, attendance, school regulations and their specific assigned tasks.
20. Supervision of home visitors be increased to reduce problems of lack of concern for the project, attendance schedule, regulations and their specific assigned tasks.
21. Consideration be given to designating an additional individual or individuals to assist in the direct supervision and monitoring of aides and home visitors.
22. Very clearly defined functions for aides and home visitors be developed so that these paraprofessionals will know just what is expected of them and accounting for their activities will be less subjective and time consuming.
23. Some other instrument be used in place of the Informal Reading Inventory and Readiness/Reading Checklist as part of the evaluation pretest-posttest design. These instruments may be useful for the instructional part of the project, but their score format makes it difficult to show fine changes in reading level.

24. The number of tests for evaluation purposes used in the Reading Resource Component be reduced. The WRAT/Reading, the Informal Reading Inventory, the multileveled Dolch Word Lists, and the Readiness/Reading Checklist require an inordinate amount of test administration time. One or two tests would serve the purpose and consume much less instructional time to administer.

25. A manual be produced for all tests that do not have published manuals. This manual should give in detail exact administration procedures, scoring techniques and scoring standards.

26. The amount of time allotted to training teachers in administration of the tests of the project and in the evaluation process be increased.

27. An intensive study be made of how the Guam Teacher Observation Scale is used. In the Cultural Language/Reading component scores showed great differences which are difficult to rationalize. These differences usually result from teachers using very different judgement frames of reference or having substantial positive or negative bias.